

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

STRIVING READERS COMPREHENSIVE LITERACY GRANT PROGRAM

CFDA # 84.371C

PR/Award # S371C110036

Grants.gov Tracking#: GRANT10865197

Closing Date: MAY 09, 2011

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/09/2011"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	* 5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="466000364"/>	* c. Organizational DUNS: <input type="text" value="809791692"/>
---	---

d. Address:

* Street1:	<input type="text" value="800 Governors Drive"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Pierre"/>
County:	<input type="text"/>
* State:	<input type="text" value="SD: South Dakota"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="57501"/>

e. Organizational Unit:

Department Name: <input type="text" value="South Dakota Department of Ed"/>	Division Name: <input type="text" value="Office of Curriculum, Career a"/>
--	---

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Becky"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Nelson"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="605-773-4681"/>	Fax Number: <input type="text" value="605-773-4236"/>
---	---

* Email:

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Striving Readers

*** 12. Funding Opportunity Number:**

ED-GRANTS-031011-002

* Title:

Office of Elementary and Secondary Education (OESE); Striving Readers Comprehensive Literacy Grant Program CFDA Number 84.371C

13. Competition Identification Number:

84-371C2011-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

South Dakota's Comprehensive Literacy Program is designed to respond to the needs of all South Dakota students to attain rigorous and relevant language and literacy skills that will provide a solid foundation for their education from early child h

*** 15. Descriptive Title of Applicant's Project:**

SOUTH DAKOTA COMPREHENSIVE LITERACY PROGRAM:
Readiness and Success in School, College and Careers

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="7,999,527.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="7,999,527.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

- Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
South Dakota Department of Educa...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 15,728	\$ 16,200	\$ 16,686	\$ 17,186	\$ 17,702	\$ 83,502
2. Fringe Benefits	\$ 4,665	\$ 4,731	\$ 4,799	\$ 4,870	\$ 4,943	\$ 24,008
3. Travel	\$ 14,656	\$ 14,656	\$ 14,656	\$ 14,656	\$ 14,656	\$ 73,280
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 4,500	\$ 3,962	\$ 3,408	\$ 2,837	\$ 2,248	\$ 16,955
6. Contractual	\$ 347,000	\$ 347,000	\$ 347,000	\$ 347,000	\$ 347,000	\$ 1,735,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 7,600,000	\$ 7,600,000	\$ 7,600,000	\$ 7,600,000	\$ 7,600,000	\$ 38,000,000
9. Total Direct Costs (lines 1-8)	\$ 7,986,549	\$ 7,986,549	\$ 7,986,549	\$ 7,986,549	\$ 7,986,549	\$ 39,932,745
10. Indirect Costs*	\$ 12,978	\$ 12,978	\$ 12,978	\$ 12,978	\$ 12,978	\$ 64,890
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 7,999,527	\$ 7,999,527	\$ 7,999,527	\$ 7,999,527	\$ 7,999,527	\$ 39,997,635

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
South Dakota Department of Educa...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Tamara Darnall</p>	<p>* TITLE</p> <p>Director Office of Finance and Management</p>
<p>* APPLICANT ORGANIZATION</p> <p>South Dakota Department of Education</p>	<p>* DATE SUBMITTED</p> <p>05/09/2011</p>

Standard Form 424B (Rev. 7-97) Back

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

SRCL-GEPA (2) .pdf

Add Attachment

Delete Attachment

View Attachment

STRATEGIES FOR ENSURING EQUAL ACCESS--GEPA PROVISION

The South Dakota Department of Education and its partners in the South Dakota Comprehensive Literacy Programs are committed to ensuring equal access and active participation of all qualified applicants in project activities. SDDOE is keenly interested in recruiting the participation of Native American schools and educators. As the greatest need for highly qualified teachers and student achievement occurs in schools with significant populations of Native American students, the benefits of developing and rewarding effective teachers and principals from this underrepresented group has many advantages for schools and students.

SDDOE and its subgrantees will ensure that accommodations are made for any participant with disabilities. Professional development content, instruction and assessment will be revised to allow for necessary accommodations and ensure full participation. The majority project activity occurs in school sites, all program facilities will be free of any physical or communication barriers.

Staff training will include strategies for effective instruction and intervention in consideration of learning styles or characteristics of individual disabilities.

SDDOE and its partner organizations are all Equal Employment Opportunity Employers. Discrimination because of sex, race, color, religion, nation origin, age, disability or veteran status is prohibited. SDDOE will recruit, hire, train and promote the most qualified persons into all job levels without regard to race color, religion, national origin, sex or disability. Job descriptions for unfilled or vacated project positions will be advertised following affirmative action procedures and policies.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION South Dakota Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mrs.	* First Name: Tamara Middle Name: L
* Last Name: Darnall	Suffix:
* Title: Director Office of Finance and Management	
* SIGNATURE: Tamara Darnall	* DATE: 05/09/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mrs.	Becky		Nelson	

Address:

* Street1:	800 Governors Drive
Street2:	
* City:	Pierre
County:	
* State:	SD: South Dakota
* Zip Code:	57501
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

605-773-4681	605-773-4236
--------------	--------------

Email Address:

Becky.Nelson@state.sd.us

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

Please attach an explanation Narrative:

	Add Attachment	Delete Attachment	View Attachment
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Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-Abstract South Dakota Striving Readers.pdf**

SOUTH DAKOTA COMPREHENSIVE LITERACY PROGRAM:
Readiness and Success in School, College and Careers
South Dakota Department of Education

ABSTRACT

The South Dakota Department of Education (SDDOE) presents this proposal in response to the Striving Readers Comprehensive Literacy (SRLC) Grant Program. South Dakota's **Comprehensive Literacy Program** is designed to respond to the needs of all South Dakota students to attain rigorous and relevant language and literacy skills that will provide a solid foundation for their education from early childhood to college and careers.

The SDDOE and the State Legislature have adopted the State Common Core Standards which will guide improvements in practice and student outcomes in English Language Arts. The SRLC program provides an opportunity for South Dakota schools and educators to enhance and expand current efforts toward the implementation of a comprehensive and coherent approach to the instruction of language and literacy that results in **all students** attaining the ELA knowledge and skills necessary for educational and lifelong success.

Lead by the South Dakota Secretary of Education, the SD Comprehensive Literacy Program is a collaborative effort across SDDOE Offices and programs, the Governor's Office and educational stakeholders throughout South Dakota. Their shared vision and overarching Goal for the SD Comprehensive Literacy Program is:

GOAL: To develop a statewide system of support for schools, educators and students that will lead to measureable advancement in language and literacy skills as an essential foundation for school readiness, academic success and preparedness for college and careers.

In achieving this goal, project activities will focus on state level activities and local implementation of comprehensive literacy programs. The project's two objectives address state and local level activities.

Objective 1: To provide guidance and support for the alignment of comprehensive and coherent local literacy plans, curriculum, instructional practices and assessment designed to improve student outcomes and align to the ELA State Common Core Standards and the SD Early Learning Guidelines.

Performance Objectives:

1.1 State Literacy Team meets four times annually to refine, disseminate and finalize the Comprehensive State Literacy Plan.

1.2 Annually, 1500 educators will participate in state level sponsored professional development in areas of Common Core Standards, Reading Up, Literacy Integration, Response to Intervention, Advanced Applications in Reading Instruction; student assessment and/or Early Learning Guideline strategies.

1.3 South Dakota students will reach the state's annual intermediate reading goals with 100% proficiency in reading by 2014.

Objective 2: To subgrant funds to LEAs, consortium of LEAs and/or early intervention private non-profit organizations that support the implementation of comprehensive and coherent literacy programs that lead to significant improvements in student achievement in English/Language Arts.

Performance Objectives:

2.1 Subgrants awarded to LEA's or consortium of LEA's will collectively impact 70% of South Dakota's K-12th grade students and their teachers.

2.2 Subgrants to providers of early childhood education will collectively impact 50% of children 0-5 years of age in South Dakota.

2.3 80% of four year olds served by early education subgrantees will achieve Early Learning standards for school readiness in oral language and early literacy.

2.4 70% of fifth, eighth, and 11th grade students served by LEA subgrantees will achieve or exceed proficiency on Dakota STEP reading/ELA standards and/or show more than a year's growth in ELA standards.

2.5 60% of students disadvantaged by income, ethnicity, disability or proficiency in English served by LEA subgrantees who have not reached proficiency in reading/ELA will demonstrate a minimum of a year's growth in reading/ELA skills annually.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1240-South Dakota Comprehensive Literacy Program Narrative.pdf**

SOUTH DAKOTA COMPREHENSIVE LITERACY PROGRAM:
Readiness and Success in School, College and Careers
South Dakota Department of Education

(A) Quality of State-level activities

(i) How the SEA will carry out the required State-level activities and how it will align those activities with its comprehensive State literacy plan

The South Dakota Department of Education (SEA) presents this proposal for the **South Dakota Comprehensive Literacy Program** in response to the US Department of Education's Striving Readers Comprehensive Literacy Discretionary Program (SRCL). While South Dakota was not able to capitalize upon the Striving Readers formula funding, a new Governor and Secretary of Education have refocused the efforts of the SEA and local schools on the critical need for improvements in language and literacy instruction as the foundation for all children to be ready to enter school; be successful in school; and be prepared for college and careers in the 21st Century.

In November, 2010, the SD State Board of Education adopted the Common Core Standards as SD State Content Standards for English Language Arts (ELA) and Mathematics. The Common Core Standards (to be fully implemented by 2014) will frame the rigor, relevance and results that **all** South Dakota students require for competent performance and economic opportunities in the 21st Century. With a constancy of purpose toward that destination, SDDOE has consolidated resources across categorical programs at the state level to support the implementation of the Common Core Standards; build capacity for aligning standards, instructional practices and assessment; and improve opportunities for struggling learners.

The continuation and enhancement of the current efforts of SDDOE, along with state and local partners, serve as a springboard for a statewide system of support designed to increase

literacy skills of children leading to proficient performance of **all students** in the ELA State Standards by 2014-2015.

The SD State Literacy Team will provide leadership for the refinement and full implementation of the state’s Comprehensive Literacy Plan. The Literacy Team is initially comprised of key stakeholders at the state level. Additional members, representing LEAs and local providers will be added to the state team once subgrants from have been solicited and awarded from the successful South Dakota’s SRCL grant application.

Lead by South Dakota’s Secretary of Education, Dr. Melody Schopp, the State Literacy Team is comprised of the leaders and/or their designees from the following SDDOE Offices and Initiatives and other key state level partners.

Representation	
Office of the Governor The Honorable Dennis Daugaard, Governor First Lady Linda Daugaard , Literacy Initiative	Office of the Secretary Dr. Melody Schopp, Secretary Roger Campbell, Director of Indian Education
Office of Curriculum, Career and Technical Education Mark Wilson, Director Becky Nelson, Team Leader, Common Core Standards and High School 2025 Marta Stirling, Team Leader, Reading/Language Arts	Office of Educational Services and Supports Janet Ricketts, Director Dr. Kristine Harms, Title I Director Shannon Malone, ELL Program Specialist Jennifer Palmer, Migrant Program Specialist Anne Larson, Special Education Director Susan Sheppick, Birth to 3 Director Rayne Dosch, Head Start Collaborative Director
Office of the State Library Dan Siebersma, State Librarian Joan Upell School Library Coordinator,	Office of Assessment and Technology Systems Wade Pogany, Director Gaye Pickner, Assessment Director Jan Martin, NAEP Director
South Dakota Department of Social Services Kim Malsam-Rysdon, Secretary Patricia Monson, Director of Child Care Services	Office of Accreditation and Teacher Quality Deb Barnett, Director

The Literacy Team has drawn upon various streams of information and evidenced based practice to provide the foundation and continuous improvement of a Comprehensive State Literacy Plan. Four primary pillars provide the framework for the state plan:

1. High expectations and rigor through the adoption of the Common Core Standards and promotion of the SD Early Learning Guidelines;
2. Building capacity at the local level for the development of relevant curriculum and instructional practice that are coherent across the grade span and result in the attainment of ELA Common Core Standards and Early Learning Guidelines;
3. Improving instructional opportunities and outcomes for disadvantaged and struggling learners; and
4. Developing and implementing appropriate assessment measures that will reflect and inform practice and progress at all levels: state, school, classroom and individual learner.

The collaborative efforts across federal, state and local initiatives with a shared mission for improving literacy and learning serves to leverage resources toward a coherent approach to language and literacy development that spans from birth through graduation and improves outcomes for **all children**. Towards that end, the South Dakota Comprehensive Literacy Program builds upon existing, coordinated efforts for literacy development in South Dakota. Current and planned efforts associated with each of the four pillars are described below.

High Expectations/Improved Student Outcomes

Common Core Standards

Following a process of review and input from educators regarding content, rigor, developmental appropriateness and alignment with current SD standards, the South Dakota Board of Education moved to adopt the Common Core State Standards for English language arts and mathematics as the academic content standards for South Dakota. The Common Core

Standards, including the alignment of curriculum, instruction and implementation of the New Common Core State Assessment, will be fully implemented by 2014-15.

In preparation for full implementation, The SDDOE will launch the “Common Core Professional Development” series. This three year process will provide South Dakota educators with a systemic model to implement the ELA Common Core within a learning environment rich in collaboration, communication, creativity and critical thinking. The underlying outcomes for this initiative are:

- Provide teachers with a hands on experience to gain a deeper understanding of the standards;
- Investigate how the Common Core standards impact teaching practices;
- Learn about the Common Core standards starting with the end in mind, how the standards can be assessed, working through curriculum planning;
- Give teachers opportunities to collaborate with other teachers from their grade levels as they understand Common Core standards;
- Emphasize standards-driven curriculum;
- Utilize Standards in Practice theory and Understanding by Design model to gain model units of how to teach the standards that illustrate the vision; and
- Connect relevant initiatives with the 4 Rs (rigor, relevance, relationships, and results).

During the coming summer, 2011, a pilot training will be conducted in three phases for three cohort groups—80 grades K-6 teachers, 40 grades 6-8 ELA teachers and 40 grades 9-12 ELA teachers. The pilot program will provide feedback for the refinement of the training series to be initiated during the 2011-12 school year, as well as, prepare and install 160 mentor teachers to support subsequent cohorts of educators in training.

A series of on-line and face-to-face workshop experiences will focus on specific strands of the Common Core ELA standards in each year of a three year cycle. Educators selected for participation will be required to complete all three phases of professional development related to the focus ELA strands identified for the year. The three phases of professional development are scheduled to occur in October, November and February of each year, with a capacity of 150 elementary, 75 middle level, and 75 high school ELA teachers. While SDDOE has committed necessary resources to initiate the Common Core Professional Development series, resources from the SRCL Program would expand the series to serve greater numbers of teachers and build a system for local support and mentoring through state level and subgrantee activities.

The three phase approach to the Common Core professional development have the following objectives:

Phase I

Online Objectives: (approximately one hour of time)

- 1. Become familiar with the assigned standards and Google site that will be used through-out the year*

Workshop Objectives: (one-day face-to-face workshop)

- 1. Become familiar with common core standards layout, design, concepts, terminology, etc.*
- 2. Compare SD standard to common core standards*
- 3. Learn how common core standards will impact teaching practices*
- 4. Engage in unpacking process for the designated focus standards for major concepts and cognitive level*

Phase II

Online Objectives: (approximately two hours of time)

- 1. Review the basics of Understanding by Design process*

2. *Review the basics of formative assessment*

Workshop Objectives: (two-day face-to-face workshop)

1. *Investigate how to teach the common core standards using sound instructional practices and 21st century skills*
2. *Begin to develop effective units and lessons utilizing understanding by design*
3. *model including the following essential components:*
 - a. *Clear learning objectives*
 - b. *Teaching/modeling/demonstrating*
 - c. *Guided practice*
 - d. *Checking for understanding/formative assessment*

Phase III

Online Objectives: (approximately two hours of time)

1. *Build a common understanding of assessment vocabulary and best assessment practices*

Workshop Objectives: (two-day face-to-face workshop)

1. *Gain a deeper understanding of the focus standards by developing strong assessment questions*
2. *Learn a process to ensure assessment questions align with standards and curriculum*

Early Learning Guidelines

The South Dakota Early Learning Guidelines provide standards for knowledge and skills for preschool age children to ensure readiness and a smooth transition to school. The South Dakota Early Learning Guidelines were developed by a panel of professionals and parents from the early childhood community throughout the state, including: childcare, Head Start, private and public preschool, kindergarten, special education, university early childhood programs, state agencies, and representatives from the South Dakota Association for the Education of Young

Children, the South Dakota Alliance for Children, and The South Dakota Early Childhood Council.

The document that resulted provides guidelines for what preschool children should know, understand, and be able to do in the areas of literacy, mathematics, social-emotional development, approaches to learning, science, health and physical development, social studies and the arts. Although each domain is discussed separately in the guidelines, the domain areas are all inter-related. Guidelines in one area help to support growth in other areas of development. Each major domain area contains:

- **Standards-** general statements that represent the information and/or skills that children should know and be able to do.
- **Benchmarks -** sub-components of standards that describe more concretely what children should know and be able to do at specific developmental levels.

Each of the Standard areas includes ideas on how to set up the environment, or room, to enhance play and learning. There are teaching strategies that can be used by all who work with young children, including families. Although all children can learn from these activities, there are additional adaptations for individual learners. These individual learners include children with special needs, children with limited English proficiency, and any other children who will benefit from modifications in order to learn successfully. The following standards guide early learning in language and literacy.

South Dakota Early Learning Guidelines for Language and Literacy

STANDARD 1 — Reading

Through their explorations, play, and social interactions, children use skills and strategies to get meaning from print.

STANDARD 2 — Writing

Through their explorations, play, and social interactions, children use writing and drawing as means of communication.

STANDARD 3 — Listening and Phonological Awareness

Through their explorations, play, and social interactions, children listen, identify, and respond to environmental sounds, directions and conversations, and have phonological awareness.

STANDARD 4 — Speaking/Communicating and Oral Language Development

Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.

STANDARD 5 — Learning New Languages

Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in a language other than their home language.

The appendixes to the Guidelines contain a chart listing the standards and benchmarks, as well as, their relationship to the Head Start Outcomes and the South Dakota Kindergarten Standards.

The South Dakota Department of Social Services (DSS), Child Care Assistance in partnership with the SDDOE, Offices of Special Education and Head Start Collaboration has provided leadership in the roll out of the Guidelines for Early Learning to all public and private providers of preschool and child care experiences for young children. Professional development experiences have been delivered through the Head Start Collaborative, the DSS Early Childhood Enrichment Centers (SD regional early childhood training and support providers of early childhood care and education), and the Center for Early Literacy Learning (CELL).

The South Dakota Comprehensive Literacy Program will provide an opportunity to enhance training and support opportunities that will continue to promote evidenced-based practices aligned with the Early Learning/Language and Literacy Standards through state level activities and subgrants for non-profit early childhood care and education providers or consortium of providers.

Building Capacity

Building capacity is the second pillar of South Dakota's Comprehensive Literacy Plan and Program. In addition to the Common Core Professional Development series discussed above, state level activities include a variety of approaches to build the capacity of educators to improve literacy skills among **all learners**. Four additional initiatives which are underway in South Dakota that impact teacher effectiveness and student outcomes will be expanded through a successful SRCL grant application. South Dakota's Response to Intervention (RtI) pilot program will be discussed at length in the next section in relation to the Comprehensive Literacy Plan and Program's third pillar, Struggling Learners. The other three initiatives are: **READING Up-Standards in Practice**; **High Schools 2025/Literacy Integration**; and **Lexile Framework for Reading**

READING Up is a statewide professional development initiative that takes aim at student performance on specific English language arts content standards. Using Dakota STEP data, the Department of Education has identified the two standards at each grade level with which students struggle the most. Through this targeted professional development, participating teachers zero in on the targeted standards – revising lesson plans and student assignments, and teaching to a deeper level of understanding. In many – but not all grades – the targeted standards fall under the following two indicators:

- **Indicator 3:** text structures, literary devices, and literary elements to develop interpretations and form responses

- **Indicator 5:** access, analyze, synthesize, and evaluate informational texts

The READING Up professional development is designed for Curriculum Directors elementary teachers and teams of middle and high school ELA teachers focused on improving reading across the curriculum. The professional development follows the Standards in Practice™ model. Trainers demonstrate how this model can be used to review, revise and align lessons and student assignments to grade-specific standards at the appropriate Bloom's Taxonomy level. The SIP™ model details the implementation of a higher level of rigor in classroom instruction.

Educators participate in a one-day face-to-face training this in the fall of each year– with follow-up webinars in the winter and spring. Approximately 50 face-to-face trainings will be provided at locations statewide. Teams who participate in the READING Up initiative will be required to do the following:

- Participate in a face-to-face READING Up workshop
- Bring one current lessons/assignments to the workshop
- Administer a diagnostic (pre) assessment before implementing SIP™ process – using Achievement Series
- Apply the SIP™ process to a minimum of four lessons and/or assignments over a four-month period
- Administer a formative (post) assessment after implementing SIP™ process – using Achievement Series
- Participate in follow-up webinars

- Submit two SIP™ lessons/assignments and Process Self-Reflections, and a final summary of pre- and post- data

High School 2025 is a framework to design a student-focused educational experience that prepares students to accomplish their career goals and be successful in a global society. The framework is designed around the four R's: *relevance, relationships, rigor, and results*. Through research, these four R's have been shown to produce positive results for students.

South Dakota's approach for High Schools 2025 is based on the research and work of High Schools That Work: "Ten Key Practices"; The International Center for Leadership and Education: Three R's Framework; National Association of Secondary School Principals: Breaking Ranks II & High School Reform; and Partnership for 21st Century Skills. As a key component of the State Comprehensive Literacy Plan and Program, the professional development opportunities and local implementation present a key component for improving literacy and learning at the secondary level.

The approach to "rigorous instruction" within High Schools 2025 promotes standards-based curriculum that prepares all students for success in school, college and careers. All students complete real-world application assignments in all classrooms. Real-world application includes a balance of application of current knowledge, acquisition of new knowledge, and ability to solve problems and create solutions.

Student-centered learning is implemented across the curriculum in all courses to address students' different learning styles, interests, and needs. Student-centered learning may include cooperative learning, project-based learning, inquiry-based learning, or independent research. As literacy skills provide the foundation for all secondary coursework and postsecondary pursuits, all teachers are provided training to incorporate and integrate literacy strategies across the curriculum.

The relevance of curriculum and instruction within High Schools 2025 begins with a Personal Learning Plan for each student. While the plan addresses career goals and paths, it also draws upon academic skills assessment to guide instructional needs and learning outcomes that support student goals for college and careers. While embedded in all 21st Century Skills, the areas of Learning and Innovation and Information, Media and Technology Skills are steeped in learning and application of literacy skills.

Learning and Innovation Skills	Information, Media and Technology Skills
<ul style="list-style-type: none"> • <u>Creativity and Innovation</u>: Students use a wide range of idea creation techniques (brainstorming, mind mapping, etc), and refine, analyze and evaluate their own ideas and the ideas of others in all classrooms. • <u>Critical Thinking and Problem Solving</u>: Students complete activities or authentic projects that allow for effective reasoning, analyze and evaluate information to make judgments and decisions, and solve problems in all classrooms. • <u>Communication and Collaboration</u>: Students practice effective listening and verbal, nonverbal and written communication skills in all classrooms. Students complete group work demonstrating flexibility, assuming shared 	<ul style="list-style-type: none"> • <u>Information Literacy</u>: Students complete assignments/projects in which they have to access information and evaluate credibility of information. • <u>Media Literacy</u>: Students complete assignment/projects in which they access and organize, analyze and create for a variety of media. • <u>Information, Communications and Technology Literacy</u>: Students utilize a variety of technology to research, organize, evaluate, communicate and create information in all classrooms

responsibility and showing respect for others.	
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The Lexile Framework for Reading is an educational tool that connects readers with reading materials using a common measure called a Lexile. Recognized as the most widely adopted reading measure, a Lexile denotes both reading ability and text difficulty on the same scale. When used together, Lexile reader measures and Lexile text measures enable educators, parents and students to select books and other targeted reading materials that meet and challenge a reader's unique abilities and interests.

SDDOE works closely with the State Library to assist educators in conducting student assessment to determine the Lexile reader measure. The State Library, utilizing the Lexile Analyzer, works with educators and librarians to determine Lexile text measures for all students reading material. When used together, these measures can help match a reader with reading material that is at an appropriate difficulty and predict how well a reader will comprehend a text. The Lexile reader measure can also be used to monitor a reader's growth in reading ability over time.

Struggling Learners

The Response to Intervention (RtI) model has the capacity to improve outcomes and provide support for all students, including students who are struggling academically and/or behaviorally for a variety of reasons. The model is based on three components: 1) multiple tiers of intervention, 2) a problem-solving method, and 3) an integrated data collection and assessment system.

The multi-tiered intervention system uses three tiers for service delivery. Tier one takes place in the general classroom by providing high quality, research-based instruction for all students. It is estimated that 80% of all students will be successful with this type of instruction.

Children who struggle in the classroom with core instruction are provided additional support in tier two. These interventions are often provided in small groups and are targeted, short term interventions. It is estimated that approximately 15% of students can benefit from tier two interventions. Intensive instructional interventions are provided in tier three for students who fail to show meaningful progress upon receiving the interventions provided in tier two. Students may be identified for special education services if acceptable rates of progress or performance are not seen in a timely manner once these intensive interventions are provided.

The second component of the RtI model involves a problem-solving method that informs decisions about the interventions to be provided at each of the tiers. Programs are designed for individual children, or groups of children, based upon their needs. The problem-solving process follows the scientific method. The problem is defined based on data and then analyzed to determine the possible cause. A plan is then developed and implemented with evaluation of the plan conducted periodically using the progress monitoring data to check for progress and performance trends. The intervention plan is modified as needed.

Screening, assessments, and progress monitoring are part of the integrated data collection system used in the RtI model. Assessment instruments chosen for use must be able to measure small increments of growth, be efficient to administer, may be given repeatedly, provide data that teachers can interpret, and can be used to assess individual child progress as well as performance across a group of students. These assessments are generally curriculum-based measures that assess specific skills and which have been used across various content areas and grade levels.

South Dakota Pilot RtI schools have used the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) at the elementary level as a progress measure to guide individual instruction and to serve the need for summative information across program sites. DIBELS provides a set of

standardized, individually administered measures of early literacy development. Test items are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. Assessments are generally given three times a year for tier one in order to identify early on students who are not making expected progress. Progress monitoring is conducted more frequently, once or twice a week, at tier two to assess the effectiveness of the intervention. Tier three students generally perform well below their peers and/ or show slow progress.

Formal professional development experiences for educators and related service personnel have been provided on a regional basis for the current 53 model RtI schools (22 Districts/LEA's). Initial RtI training occurs over 2 days with the following participant outcomes:

- Understand the Reading Challenge and how it relates to struggling readers.
- Recognize how the brain reads and which areas of the brain are activated by good readers.
- Know what is meant by the term *scientifically based research*.
- Be able to discern the difference between practices that are scientifically based and those that are not.
- Be committed to the fact that evidenced based reading instruction can change brain activity in struggling readers.
- Develop a working understanding of the five major concepts of reading instruction (fluency, comprehension, phonics, phonemic awareness, vocabulary)
- Apply knowledge of brain research and the five major concepts of reading instruction to classroom instruction.
- Develop a working understanding of reading assessments.

- Use reading assessments to make data-based decisions about students' needs and identify and implement appropriate evidenced based instructional strategies/interventions with students.
- Participate in bi-monthly coaching sessions which will involve classroom observation of the participant, modeling for the participant, and follow up conversations between participant and coach.

The South Dakota RtI Model utilizes the *Teaching Reading Sourcebook* and *Assessing Reading: Multiple Measures* as the basis for teacher training in effective reading instruction for South Dakota teachers. Both publications are the work of the Consortium on Reading Excellence, Inc. (CORE). CORE instruction relies solely on scientifically research based practices as defined in the Reading Excellence Act of 1998 and cites the work of 520 separate research studies throughout the Teaching Reading Sourcebook.

The South Dakota RtI model has titled the class *Advanced Applications in Reading Instruction* and follows the CORE instructional materials cited above as a basis for teacher training. All South Dakota trainers have completed rigorous training to ensure they are well qualified, competent and confident trainers. This training is centered on three fundamental pieces; essential components of reading instruction, coaching for support and sustainability, and reading assessment.

Reading Instruction:

All teacher training begins with an overview of the brain and how it learns to read. In addition to CORE materials the *Children of the Code Project* informs this instructional piece. The brain and reading is followed by exposure to scientifically based reading instruction and how to recognize effective research.

In addition, the use of academic language is infused throughout the training. Academic language is modeled for teachers throughout the training and teachers are required to use academic language as they learn together. Scaffolded instruction gives teachers ample opportunity to practice the use of protocols that will be used with their students to encourage increased student knowledge and use of academic language (Francis et al. 2006).

Since the National Reading Panel (2000) recommends that student instruction be focused on the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension, CORE instruction uses the five essential components of reading instruction for teacher training. This is accomplished using a highly explicit format. All instruction for participants is based on the elements of explicit instruction (what? why? when? and how?) and closely follows the organization of the Sourcebook which includes both a research-informed knowledge base and practical sample lesson models (CORE 2008).

Assessment and Evaluation

Assessment and evaluation represents the fourth pillar of South Dakota's Comprehensive Literacy Plan and Program. Assessment and evaluation focuses on progress and outcomes at multiple levels: individual learner; disaggregated/special population groups; schools; subgrantee; and overall SRLC project level. South Dakota's Comprehensive Literacy Program's goals, objectives and performance objectives provide a foundation for assessment and evaluation considerations.

GOAL: To develop a statewide system of support for schools, educators and students that will lead to measureable advancement in language and literacy skills as an essential foundation for school readiness, academic success and preparedness for college and careers.

In achieving this goal, project activities will focus on state level activities and local implementation of comprehensive literacy programs. The project's two objectives and related

performance objectives address state and local level performance and respond to the GPRA measures for the federal Striving Readers Comprehensive Literacy Program.

Objective 1: To provide guidance and support for the alignment of comprehensive and coherent local literacy plans, curriculum, instructional practices and assessment designed to improve student outcomes and align to the ELA State Common Core Standards and the SD Early Learning Guidelines.

Performance Objectives:

1.1 State Literacy Team meets four times annually to refine, disseminate and finalize the Comprehensive State Literacy Plan.

1.2 Annually, 1500 educators will participate in state level sponsored professional development in areas of Common Core Standards, Reading Up, Literacy Integration, Response to Intervention, Advanced Applications in Reading Instruction; student assessment and/or Early Learning Guideline strategies.

1.3 South Dakota students will reach the state's annual intermediate reading goals with 100% proficiency in reading by 2014.

Objective 2: To subgrant funds to LEAs, consortium of LEAs and/or early intervention private non-profit organizations that support the implementation of comprehensive and coherent literacy programs that lead to significant improvements in student achievement in English/Language Arts.

Performance Objectives:

2.1 Subgrants awarded to LEA's or consortium of LEA's will collectively impact 70% of South Dakota's K-12th grade students and their teachers.

2.2 Subgrants to providers of early childhood education will collectively impact 50% of children 0-5 years of age in South Dakota.

2.3 80% of four year olds served by early education subgrantees will achieve Early Learning standards for school readiness in oral language and early literacy.

2.4 70% of fifth, eighth, and 11th grade students served by LEA subgrantees will achieve meet or exceed proficiency on Dakota STEP reading/ELA standards. and/or show more than a year's growth in ELA standards.

2.5 60% of students disadvantaged by income, ethnicity, disability or proficiency in English served by LEA subgrantees who have not reached proficiency in reading/ELA will demonstrate a minimum of a year's growth in reading/ELA skills annually.

The South Dakota Comprehensive Literacy Program's approach to individual assessment, project evaluation and data compilation and analysis is discussed in detail in Section (A) (iv).

(ii) The SEA's goals for improving student literacy outcomes for all students including a description of the data that the SEA has considered or will consider and a clear and credible path that the SEA will take to achieve these goals with the support of its LEAs.

The State Literacy Team draws upon various streams of information and evidenced based practice to provide a foundation for the continuous improvement of the Comprehensive Literacy Plan. This data driven plan looks first to the current performance and needs of South Dakota students in relation to proficiency in reading/language arts as documented by the state Dakota STEP assessment. Results of the spring 2010 administration of Dakota STEP demonstrates the continuing need in South Dakota to improve academic outcomes among students in Reading/English language arts. While overall South Dakota students met the state's annual goal for reading proficiency at tested grade spans, disaggregation of data presents a different picture for students who are economically disadvantaged; represent ethnic minorities; present disabilities or have limited English proficiency. This data is summarized below.

	% Proficient and Advanced Grades 3-5	% Proficient and Advanced Grades 6-8	% Proficient and Advanced Grades 9-11
SD AMO Target/2010 Goal	69%	69%	62%
All Students	78	75	70
White	82	80	73

Black or African American	61	62	56
Asian/Pacific Islander	77	71	67
Native American	53	48	45
Hispanic	65	64	53
Economically Disadvantaged	66	62	55
Students with Disabilities	50	35	24
Limited English Proficiency	33	16	8
Male	75	71	68
Female	80	80	73
Migrant Students	46	11	0

The South Dakota State Accountability Workbook has established intermediate goals for reading that will stair-step students to 100% proficiency by the year 2013-2014. These intermediate goals also provide incremental goals for the state’s Comprehensive Literacy Plan.

Intermediate Goals for Reading:

	K-8	9-12
School Year	Reading	Reading
2002-2003	65%	50%
2004-2005	78%	66%
2006-2007	82%	72%
2009-2010	69%	62%
2010-2011	76%	71%
2011-2012	84%	80%
2012-2013	92%	90%
2013-2014	100%	100%

In order to meet these goals and achieve 100% proficiency by 2013-14, South Dakota clearly has much to do to support the learning needs and improved outcomes of the state’s students with the greatest disadvantages to learning and literacy.

South Dakota’s Comprehensive Literacy Plan must also take into account unique challenges of meeting the needs of **all children** in this extremely rural and sparsely populated state. With a population of 814,180 (2010 Census) people and a landmass of 76,000 square miles the state averages some 11 people per square mile. There are only 2 urban areas in South Dakota: Sioux Falls on the eastern edge with 140,000 people; and Rapid City on the western

edge with some 70,000 people. Only one other city, Aberdeen in the northeast, exceeds a population of 25,000. All other communities with a population greater than 12,000 are located in the eastern part of the state.

The schools and school districts in South Dakota reflect the population demographics of the state. South Dakota communities struggle to maintain their local school districts as a measure of community vitality and local control. Local hesitation for consolidation is demonstrated by the presence of 156 public school districts and 59 non-public schools in South Dakota. Only two public school districts have a PreK-12 student population that exceeds 4000 students (Sioux Falls-20,006, Rapid City-13,405). Twenty-two school districts have populations over 1000 students, with only 13 exceeding 2000 students. Almost 70% of South Dakota public school districts (109 districts) have fewer than 500 total students—40 of these have fewer than 200 students.

South Dakota encompasses nine Native American Reservations. All but one of the reservations is located in the most rural and remote parts of the state. 13.3% of South Dakotans under the age of 20 years are Native American. Children living on the reservations are served by public schools, as well as, parochial, Bureau of Indian Education, and Tribal contract schools. Eighteen BIE/Tribal local education agencies serve approximately 7400 students in 45 school/attendance centers located on reservation lands. There are also significant numbers of Native American families and students who live and/or attend school in communities that lie adjacent to the reservations.

South Dakota public schools report that 38.7% of their students are economically disadvantaged, qualifying for free or reduced lunch. Additional indicators of childhood poverty in South Dakota are reported in the *2010 South Dakota KIDS COUNT Factbook*, with 17.6% of children under the age of 18 living in poverty. This figure increases to 20.4% for children under

the age of 5 years. Native American children are far more likely to live in poverty with school districts serving Native American reservations having up to 98% of their students eligible for free/reduced lunch and the counties comprised of reservation lands having up to 67% of children under 18 living in poverty.

With an incidence of 14.3%, children with disabilities present additional barriers to educational success, as do the 4.6% of South Dakota children who have limited proficiency in English. There are 4386 students speaking 84 languages other than English that qualify as LEP in South Dakota. In addition to these children, 1446 children come from environments where Lakota or Dakota languages have had a significant impact on their level of English language proficiency.

In addition to the 123,416 preK-12 students served in public LEAs in 2009-10 (last complete data set), 16,639 students were served by non-public schools (inclusive of BIE and Tribal schools). While the 2009 population estimate (as reported by the *2010 South Dakota KIDS COUNT Factbook*) has 59,640 children under the age 5 in South Dakota, only 1959 (1.4%) of these 140,055 students served by public and non public schools were preschool age. Many of the children under the age of five served by LEAs were students with disabilities or delays eligible under IDEA Part B, 619 or Part C, however, a few LEAs also extend services to low-income children or have other opportunities for integrated preschools. Head Start/Early Head Start programs served 5517 preschool age children in 2009-10 accounting for an additional 9.3% of the population under 5 years. With 77.5% of women with children under the age of 6 years in the workforce, it is likely the 1193 licensed and registered child care centers and family homes that provide additional support for preschool age children in South Dakota.

The disaggregated data from the Dakota STEP presented above demonstrates convincing evidence of the correlation between poverty, ethnicity, disability and English proficiency with

academic achievement among South Dakota students. This correlation begins early in their educational experience and continues to impact them through high school. *Early Warning! Why Reading by the End of Third Grade Matters: A KIDS COUNT Special Report from the Annie E. Casey Foundation* notes that children who read on grade level by the end of third grade are more successful in school, work, and in life. This KIDS COUNT Special Report found that 67% of South Dakota fourth graders are not yet proficient in reading (NAEP results), ranking South Dakota 25th in the nation for reading readiness. For children in special population groups the percentage not proficient soars: low income 80%; Native American 89%; and children with disabilities 83%.

(iii) How the SEA will provide technical assistance and support to its SRCL subgrantees to enable them to implement a high-quality comprehensive literacy program and to improve student achievement in core academic subjects.

The extensive professional development efforts that currently exist and/or will be expanded through South Dakota's Comprehensive Literacy Program have been discussed in previous sections of this proposal. Common Core Standards, Reading Up, Literacy Integration, Response to Intervention, Advanced Applications in Reading Instruction; student assessment and/or Early Learning Guideline strategies will each support subgrantees efforts to implement comprehensive literacy programs and improve learning and literacy among children served.

In designing and implementing support and technical assistance to subgrantees, it is imperative that the SDDOE respond to the enormous impact that its geography and sparsity of population have on LEAs and early childhood providers in this extremely rural state. Two strategies are critical to effective delivery of professional development, technical assistance and support to subgrantees: regional delivery and effective use of technology.

South Dakota has historically called upon regional Education Service Agencies/Educational Cooperatives to deliver services and supports to schools, educators and

organizations throughout South Dakota. By statute, Educational Cooperatives/ESAs are legal entity intermediate education agencies and qualified LEAs. The ESAs provide a means for small, rural schools districts to convene their resources to support improvements in services and instruction that could not be accomplished by small schools working alone.

The capacity and staff expertise of the ESAs has been built as a result of shared services by local districts and contractual arrangements with the SEA to provide a vehicle for regional professional development and technical assistance. In response to budget concerns, the state has frozen the number of FTEs, hiring and salaries within state departments, including the Department of Education. Over the past years, SDDOE has partnered with the ESAs as an effective means to fulfill the need for human resources and the delivery of support and TA to local districts throughout the state.

Many of the “trainers” that the state has developed for delivering Common Core, READING Up, RtI, Advanced Applications in Reading Instruction and other training and program implementation have been contracted with and housed within the ESAs. Not only does this approach effectively build and share expertise, but also, provides a delivery mechanism that is responsive to and can be accessed with less time and fewer miles away from home local schools.

Technology has also served as an equalizer for supporting schools, educators and students in this very rural state. Over the past decade, South Dakota has assisted local school districts to build technology infrastructure and resources. The Governor’s Wiring the Schools program connected every school and every classroom in the state to broadband lines for internet access. From that point to today’s One-on-One Laptop initiative, schools, educators and students have received the training and accessed the technology resources necessary to capitalize on on-line learning environments.

Much of the professional development delivered by SDDOE has become a hybrid of on-line resources and supports and face-to-face events. The ability to support and supplement learning away from the face-to-face events provides an opportunity to continually reinforce and practice new skills and knowledge in contextual situations and within networked environments. As an example, educators involved in READING Up return to their classrooms to develop grade level instructional lessons directly aligned with the standards they have unpacked during the face-to-face training. They access internet resources to enhance instruction and work together with colleagues from across the state to enrich their work. SDDOE then provides an on-line environment where lessons developed and approved are made available to every teacher in the state.

Students also benefit significantly from web-based resources. In rural areas, web based resources connect students to the world, provide opportunities for research, expose students to arts and literature, offer supplemental instruction and provide a vehicle for to access high-level coursework that may not be available in their local school.

(iv) How the SEA will evaluate the State's progress in improving achievement in literacy for children and youth from birth through grade 12, including disadvantaged students, including: (1) whether the evaluation will be conducted by an independent evaluator (whose role in the project is limited solely to conducting the evaluation); (2) whether the evaluation will use methods that are thorough, feasible, and appropriate to the objectives of the proposed project; and (3) how the SEA will use evidence to inform and continuously improve the design and implementation of its activities

SDDOE will contract with an agency such as Midwest Alliance for Professional Leadership and Learning (MAPLE) for the provision of external evaluation of the South Dakota Comprehensive Literacy Program. The MAPLE organization was formed in 2001 by educational leaders from K-12 and higher education. MAPLE partners had worked collaboratively toward the implementation of a statewide Technology Challenge Grant and believed that continued association, leadership and collegial activity had value beyond the scope

of a single project. If chosen, Dr. James Parry would serve as the lead evaluator through MAPLE. Dr. Parry holds a Ph.D. in Technology from Utah State University, with emphasis for his dissertation and study in Artificial Intelligence. Prior to pursuing his degree at Utah State, Dr. Parry served as Assistant Director of the South Dakota Office of Special Education. Dr. Parry has provided the leadership and evaluation for many key education reform and technology initiatives in South Dakota including: Technology Challenge Grants, NSF Math and Science Partnership Grant, and Dakota ASSETS (TQE and Transition to Teaching), Advanced Placement Incentive Program, School Leadership the South Dakota Teacher Incentive Fund.

In conducting evaluation, the external evaluator and project leaders will access data sources at the state, school and individual level.

The development of the South Dakota State Test of Educational Progress (Dakota STEP) began in 2002 with the first operational administration in the spring of 2003. Its foundation is the *Stanford Achievement Test Series, Tenth Edition, Abbreviated Battery, Form D* (Stanford 10), which is augmented with items to assess the Dakota State Academic Standards in both reading and mathematics. With each iteration of state testing, SDDOE, Harcourt Assessment, Buros Institute and South Dakota constituents reviewed, analyzed and refined administration and scoring of the Dakota STEP. This process has enhanced the validity and reliability of the instrument; aligned the criterion-referenced test items with SD Academic Standards; and vertically scaled test scores to academic performance levels across the grade span for the standards-based *criterion-referenced* (CRT) test.

Currently, South Dakota has joined with 30 states in the Smarter Balance Assessment Consortium (SBAC). Through the SBAC, South Dakota will provide input and have access to a set of comprehensive and innovative assessments, including state-of-the-art adaptive online exams, for grades 3-8 and high school in English language arts aligned to the Common Core

State Standards. These instruments will be available in 2015 and will be incorporated with the Dakota STEP state assessment, as well as, serve as a supplement to for summative and formative assessment at the local level.

Data management is supported within the Student Information Management System (SIMS) which provides a unique identification number for every individual student in South Dakota. The SIMS is able to follow students from grade to grade and school to school even as the student moves between districts. Even though the Accountability System only effects public schools, third through eighth grade and eleventh grade students in all accredited public, non-public and BIA/Tribal schools currently participate in the Dakota STEP assessment with all students from kindergarten to 12th grade identified in the SIMS information system.

In addition to data analysis of district and school level data, SDDOE has work closely with Technology and Innovations in Education, a statewide research and development organization, to develop a data analysis methodology that mines Dakota STEP results to provide student achievement data at the classroom level and for individual student learners that tracks progress across multiple years. This data analysis is also able to produce data related to specific content standards and student success or needs related to specific knowledge and skills. This level of information has been valuable for schools and educators in developing specific school improvement goals and in focusing staff development efforts toward the most pressing needs. This value added growth model has been used within the state's Teacher Incentive Fund program as a means to assess student growth and improvement even though they may not have progressed a full proficiency level.

Local educators, particularly those in RtI schools, have received extensive training in administration and analysis of both DIBELS and AIMSweb assessment. DIBELS has become the recommended tool for assessing reading improvement for students in K-6th grade with

AIMSweb providing a preferred measure for 6-12th grade. These assessment instruments will provide a consistent means of assessing student progress for purposes of the project, as well as, for improving instruction within the classroom.

The external evaluator will work with SDDOE and subgrantees to identify, gather, analyze, and report descriptive, qualitative, and quantitative data. Data collection will occur on a continuous and systemic basis. It will become a part of a regular feedback loop to project staff through ongoing email/phone calls, quarterly meetings, and quarterly reports. This process ensures the continuous integration of data for decision-making. Also, it allows for the analysis of project functioning to feed into decisions about what data are needed and if adjustments with the evaluation methodology are required.

The operational mode for this evaluation has been aligned with the principles of Empowerment Evaluation as described by Fetterman, Kaftarian, and Wandersman. That is, evaluation:

- Promotes organizational learning.
- Provides feedback for decision-making.
- Promotes collaboration and communication among grant leaders and evaluators.
- Represents an ongoing, continuous process that utilizes spiraling cycles of planning, acting, observing, and reflection.
- Becomes an embedded process within the day-to-day operations of the grant.
- Becomes the responsibility of everyone and serves as a tool toward successful implementation of the grant.

The evaluation is designed to be rigorous in order to ensure that the goal and performance objectives are achieved. The approach to the evaluation entails ongoing collaborative action research. It demands frequent and open communication and a partnership that promotes collaboration among grant leaders and evaluators. It uses spiraling cycles of planning, acting,

observing and reflection. And, it strives to create and maintain positive relationships in the context within which the grant occurred. The focus of the evaluation will be analyzed through each of the following lenses:

- (1) **A “grant-wide” view**—This evaluation arena examines the grant’s governance and its related policies and practices. Grant governance is generally thought of as (a) the management and relationships of grant personnel and key consultants—their respective contributions to the grant’s work planning process and implementation, (b) grant resource management—the grant budget allocations across respective activities and actual expenditures, and (c) the grant’s communications infrastructure.
- (2) **The grant’s implementation**—This evaluation arena is focused on the grant activities and services that were actually delivered. Grant implementation is generally described as (a) the extent to which the grant activities facilitate the achievement of grant outcomes, (b) the extent to which the intended target audience receives the intended services, and (c) the level of satisfaction or success of received services.
- (3) **The grant’s impact**—This evaluation is directed at analyzing the “value added” as a result of the grant’s implementation. Usually, such impacts are not immediately observed but emerge with the passage of time. Sometimes it is easier to ask if this grant had not happened, what would have occurred? Guiding questions addressed at grant impact are: (a) In what ways was the target audience impacted by their participation in the grant? (b) In what ways are the targeted activities or programs sustained after the grant’s closure? And, (c) In what ways was the “system” impacted by this grant’s operation?

(v) How the SEA will disseminate information on project outcomes, disaggregated by student subgroup, and in formats that are easily understood by, and accessible to, the public, and how the SEA will make that information useful to varied groups.

The strategies and results utilized within the South Dakota Comprehensive Literacy Program will be disseminated and discussed among the State Literacy Team which represents primary literacy initiatives across state programs to inform and improve all state-level literacy efforts. Results will also be shared among all subgrantees and LEAs in South Dakota in order to share and learn from most successful applications and approaches.

In addition to educators, SDDOE believes that parents/families have a vital interest in information regarding process, implementation and results of the project. The South Dakota Parent Information and Resource Center (SDPIRC) has been a critical partner with SDDOE in developing family friendly materials and assisting schools and families develop effective partnerships that improve educational outcomes for children. SDPIRC has developed print and web-based guides and training events to introduce families to Academic Content Standards and strategies to support their child's learning the associated knowledge and skills at home. SDPIRC will update the Parent Guides and training opportunities to align with the newly adopted Common Core Standards. SDPIRC has also developed parent guides which are aligned to the SD Early Learning Guidelines to promote language and literacy development at home.

The Comprehensive Literacy Program will also disseminate project information and findings through Communities of Interest organized through the US Department of Education for Striving Readers projects. Comprehensive Literacy Program staff will be available to present at state and national level events. Electronic communication and social networks will be used extensively to disseminate project information and resources.

(B) Quality of the State subgrant competition.

(i) The extent to which the SEA will run a rigorous, high-quality competition for subgrants, including how it will review and judge:

(a) The LEA's or early childhood education provider's capacity to successfully implement its proposal

SDDOE will hold two competitions for subgrants under the Comprehensive Literacy Program. Eligible applicants for the first competition, K-12 Comprehensive Literacy, will be LEAs and consortium of LEAs. The range of monetary awards for subgrants for K-12 subgrants will be based on approximately \$50/student across the district or consortium of districts served. LEAs with a student population of 3000 or more will be eligible to apply for a grant for the LEA. LEAs with fewer than 3000 students will need to apply with a regional consortium of schools through their Educational Cooperative/ESA (qualified LEA).

LEAs applying for K-12 subgrants, either alone or within a consortium will be required to address the K-12 continuum. In this way, LEAs will be able to map and align their K-12 curriculum to the state standards and ensure a consistent path of instruction and smooth transitions across the grade span; developing a truly comprehensive and coherent literacy plan.

The second subgrant competition will focus on improving early literacy and learning for preschool age children. Eligible applicants will include LEAs, non-profit early childhood education providers or consortiums of providers. SDDOE has not established a formula for range of awards in the early childhood area, as the applications and scope of projects will likely vary broadly. An LEA might want to establish an integrated pre-school for disadvantaged children. An Early Childhood Enrichment Center may propose providing training, environmental redesign and materials for a group of child care providers to immerse their children in a oral language and print rich environments. An LEA and a Head Start provider may propose to partner to jointly provide a preschool program for young children.

Regardless of the project design, it will be necessary for each of these subgrantees to demonstrate capacity and experience in early learning and literacy either through internal resources or by working within a consortia or partnership with entities that bring necessary expertise.

(b) The extent to which each SRCL subgrant applicant has proposed a comprehensive high-quality literacy program that meets all of the requirements set out in paragraph (d) of the Additional Requirements section in this notice and that:

- (1) Addresses the needs of disadvantaged students and proposes to implement activities in schools and early learning programs with the highest levels of need and capacity for improvement.*
- (2) Is informed by a needs assessment described in the application and is designed to support effective teaching and to improve student achievement of struggling readers.*
- (3) Involves other agencies, nonprofit organizations, community-based organizations, and families in activities that promote the implementation of effective literacy instruction for disadvantaged students.*

The subgrant competition will incorporate priorities and requirements that correspond to those of the SRCL notice and the South Dakota Comprehensive Literacy Plan. The four pillars of the state plan were presented previously and appear below with a discussion of expectations for successful subgrantees:

1. High expectations and rigor through the adoption of the Common Core Standards and promotion of the SD Early Learning Guidelines

Requirements of the applicants for LEAs, K-12 subgrants will be a commitment to the full implementation of the ELA Common Core Standards. A successful applicant will describe their plan and approach to developing and implementing a coherent literacy plan that will align curriculum, instruction and assessment with the ELA standards. They may opt to utilize collaborative work groups for curriculum mapping from kindergarten through graduation. They may have a process for curriculum review and adoption that will respond to the ELA standards. Successful applicants will discuss their instructional approach and process to design rigorous and

relevant instruction aligned with achievement of the ELA standards and the integration of literacy across the curriculum.

Successful early childhood applicants will demonstrate knowledge of early learning and literacy instruction and the standards and benchmarks associated with the Early Learning Guidelines. They will demonstrate familiarity and a plan to incorporate the recommendations of the National Reading Panel and the National Association of Young Children for key elements of early literacy programs: **oral language, phonological awareness, print awareness, and alphabet knowledge.**

2. Building capacity at the local level for the development of relevant curriculum and instructional practice that are coherent across the grade span and result in the attainment of ELA Common Core Standards and Early Learning Guidelines

Applicants in both competitions will provide information regarding previous efforts for building capacity to support improved student instruction, experiences and acquisition of language and literacy skills that are aligned with standards and developmental and grade level benchmarks. Successful applicants will offer an assessment of student and educator needs and present an effective and efficient plan to build capacity in response to student needs and improving performance.

Successful applicants will draw upon a combination of participation in state level professional development opportunities, as well as, opportunities for local/regional response to identified need in areas of curriculum, instructional practice—including integration of technology, student assessment and data analysis. Local/regional response to professional development needs will use evidenced-based content and strategies that support attainment of ELA Common Core standards or Early Learning Guidelines.

Additionally, successful applicants will present a plan to support educators through on-site follow-up, coaching and mentoring. The highest rated applications will make a provision for dedicated personnel and time to fulfill those support functions.

Finally, applicants should have a plan to meaningfully engage families as partners in improving learning and literacy. Plans to improve communication, build family capacity and confidence, and capitalize on learning at home should be a component of local literacy plans.

3. Improving instructional opportunities and outcomes for disadvantaged and struggling learners; and

Applicants for SRLC subgrants must present a plan and approach to meeting the needs of children who have not yet reached grade level proficiency in English language arts. Pilot schools and educators across South Dakota have experienced success in improving student achievement by employing the Response to Intervention process along with the Advanced Applications in Reading Instruction instructional strategies. Successful applicants will present a process for improving results for struggling readers that addresses the five recommendations presented by the Institute of Educational Sciences in the February, 2009 publication, Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention:

1. *Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.*
2. *Provide differentiated reading instruction for all students based on assessments of students' current reading levels*
3. *Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening.*

Typically these groups meet between three and five times a week for 20–40 minutes (tier 2).

- 4. Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams should design a tier 3 intervention plan.*
- 5. Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).*

While RtI and these recommendations are most often related to K-12 environments, the process of assessment, differentiated instruction, small group intervention, progress monitoring and intensive intervention are also relevant in early learning environments.

4. Developing and implementing appropriate assessment measures that will reflect and inform practice and progress at all levels: state, school, classroom and individual learner.

Successful subgrantees will commit to the summative and formative assessment for students served. Appropriate assessment instruments will be identified by SDDOE as a part of state level activities. It is likely that DIBELS will be required for preK-6 grade and AIMSweb for grades 6-12. The use of common instruments will support fidelity and increase the value of student data for the project level evaluation. Subgrantees will need to present a plan for data compilation at the subgrant level that can be feed up for project evaluation.

(c) The extent to which each SRCL subgrant applicant demonstrates that it will implement a coherent strategy to improve literacy instruction that aligns activities under the SRCL subgrant with literacy instruction supported with other Federal funds

Applicants for subgrants will be asked to discuss current efforts and funding sources that support improvement in English language arts in their LEAs and school attendance centers.

Drawing from their consolidated applications and/or school improvement plans, applicants will

present information on the source of funds and approach utilized to support any existing efforts to improve literacy. They will assure that funds from the SRLC subgrant will supplement and not supplant those existing efforts. Finally, successful applicants will discuss how efforts supported by the subgrant will capitalize upon, enhance or expand existing, effective practices.

(ii) The extent to which the SEA will give priority to LEAs or providers of early childhood education that propose to serve high-poverty schools or a high-poverty population, based on a definition of poverty and process for applying the priority provided by the State

The selection criteria for subgrants from the Comprehensive Literacy Program will include points related to the needs and challenges for students to be served by the LEA, consortium of LEAs, and early childhood providers. Successful applicants will likely present demographic characteristics of their student population correlated with academic performance at the district, school and student population groups.

Larger LEAs (3000+ students) typically have multiple attendance centers at the elementary and middle school level with the two largest districts having multiple attendance centers at the high school level. These applicants must show evidence that the schools with the greatest number of students impacted by poverty, ethnicity, disabilities and limited English proficiency and those that have failed to make AYP and are identified for improvement will receive priority for support and intervention.

Educational Service Agencies serve LEAs in regional areas of the state. All of the ESA's encompass at least one Native American Reservation area. Eligibility for free and reduced school lunch of the cumulative student population of the LEAs in each of the six ESAs ranges from 31% (ESA 2) to 52% (ESA 5). Applications for subgrants that are presented by a consortium of LEAs working in partnership with their ESA will need to present evidence that the high needs LEAs in their region will actively participate with the consortium of schools.

Early childhood providers will also be required to discuss in their application the demographics and needs of the children to be served by their subgrant. Successful applicants will be those who prioritize services to children with economic and educational disadvantages.

(iii) The extent to which the SEA will give priority to LEAs or providers of early childhood education whose applications are supported by the strongest available evidence

Applicants will be required to discuss the design of their project, including approaches and content of professional development, curriculum and instruction practices and assessments measures and instruments. Successful applicants will be those that connect their design and strategies with scientifically based research and evidence based best practices.

Previous sections of this proposal have discussed the pillars of the Comprehensive Literacy Program and strategies meeting high expectations, capacity building, improving outcomes for struggling learners and assessment/evaluation that are coherent and grounded by evidence-based approaches. Successful applicants will reflect that framework in their local comprehensive literacy plans and design of their interventions.

(iv) The extent to which the SEA will develop or update a process, or use an existing process, to review and judge the evidence base and alignment with State standards for the curricula and materials that LEAs propose to use in implementing their subgrants, and how the SEA will make the process and results of any such review publicly available

SDDOE will modify its existing process for soliciting subgrant applications to reflect the priorities and focus of the Comprehensive Literacy Program. Request for Proposals, one for K-12 and one for Early Childhood, will be developed that will identify the purpose of the program; requirements of the program and subgrantees; applicant eligibility; selection criteria; and budgetary considerations.

Following review by the State Literacy Team and approval of the State Board of Education, the RFP will be disseminated to all LEAs, ESAs, Early Childhood Enrichment

Centers and Head Start/Early Head Start providers. The Department of Social Services, Child Care Services will assist in dissemination to licensed, non-profit child care and preschool providers. SDDOE will host a webinar for potential applicants to discuss the application and award process.

State Literacy Team members will serve as the review panel for subgrant applications. They will be provided a rubric to assist in scoring proposals based upon selection criteria. The Board of Education will review panel recommendations and select subgrantees for approval and award by SDDOE and the Governor's Office. A press release will be prepared to announce successful subgrant awardees.

(C) Project management.

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks

The South Dakota Department of Education will provide overall programmatic and fiscal management of the Comprehensive Literacy Program. Secretary of Education, Dr. Melody Schopp initiated South Dakota's response and proposal for the Striving Readers Comprehensive Literacy Program; has an avid interest and commitment to its success; and will remain integrally involved in the leadership and implementation of the Comprehensive Literacy Program. Dr. Schopp will remain in close communication with the Governor's Office and the State Literacy Team. She will ensure collaboration and coherent planning across SDDOE programs and initiatives

On behalf of SDDOE, Becky Nelson, Team Leader for Common Core and High Schools2025, will serve as the Project Co-Director providing leadership and oversight for all aspects of the Comprehensive Literacy Program.

SDDOE is not able to add FTEs within its department due to a mandatory state freeze on new hires and addition of FTEs. Fortunately, SDDOE has strong and valued partners in educational organizations with whom SDDOE has successfully contracted to expand personnel resources needed to implement new and innovative projects. Dr. Pamela Lange has been identified to potentially fill the role of Project Co-Director through an external contract with Technology and Innovations in Education (TIE). TIE is a statewide organization with a exceptional capacity for research, development, technical assistance and professional development around issues of data-driven school improvement, organizational development, improvements in curriculum and instruction, technology integration and other aspects across the spectrum of PreK-16+ education. The Project Co-Director will provide day-to-day management, data management, and support and professional development in implementation of the Comprehensive Literacy Program activities. Similar contractual arrangements between SDDOE and TIE have served the purpose of effective management for large federal discretionary grants including the South Dakota Teacher Incentive Grant and the State Teacher Quality Enhancement Grant.

The Project Co-Directors, Ms. Nelson and Dr. Lange, will be supported in their efforts through additional contracted personnel including a Coordinator for RtI activities and pool of exceptional expertise that will be drawn upon for training and consultation in areas of Common Core Standards, READING Up, High School 2025/21st Century Skills, RtI, Reading Instruction, Formative Assessment and Data Analysis.

Together, the Project Co-Directors will ensure that the activities of the Comprehensive Literacy Program are conducted in an effective timely manner as delineated in the following implementation schedule.

GOAL: To develop a statewide system of support for schools, educators and students that will lead to measureable advancement in language and literacy skills as an essential foundation for school readiness, academic success and preparedness for college and careers.

Objective	Personnel Responsible	Milestones/Timeline	Performance Objectives
Objective 1: To provide guidance and support for the alignment of comprehensive and coherent local literacy plans, curriculum, instructional practices and assessment designed to improve student outcomes and align to the ELA State Common Core Standards and the SD Early Learning Guidelines.	Project Co-Directors State Literacy Team RtI Coordinator Trainers and Consultant Evaluator	State Literacy Team convenes in October, 2011 and quarterly thereafter. State Literacy Plan revised and finalized by December, 2011 Common Core Professional Development held October/November/February, 2011 and each subsequent project year. 50 Regional READING Up Trainings beginning in November, 2011 RtI trainers deliver training and support for all subgrantees beginning November, 2011 Compilation and analysis of data occurs in August of each project year.	1.1 State Literacy Team meets four times annually to refine, disseminate and finalize the Comprehensive State Literacy Plan. 1.2 Annually, 1500 educators will participate in state level sponsored professional development in areas of Common Core Standards, Reading Up, Literacy Integration, Response to Intervention, Advanced Applications in Reading Instruction; student assessment and/or Early Learning Guideline strategies. 1.3 South Dakota students will reach the state's annual intermediate reading goals with 100% proficiency in reading by 2014.
Objective 2: To subgrant funds to LEAs, consortium of LEAs and/or early intervention private non-profit organizations that support the implementation of	Project Co-Directors State Literacy Team RtI Coordinator Trainers and	Draft RFPs for subgrants completed for review by State Literacy Team by November, 2011. RFP finalized and published in December, 2011	2.1 Subgrants awarded to LEA's or consortium of LEA's will collectively impact 70% of South Dakota's K-12 th grade students and their teachers. 2.2 Subgrants to providers

<p>comprehensive and coherent literacy programs that lead to significant improvements in student achievement in English/Language Arts.</p>	<p>Consultant Evaluator</p>	<p>Applications due and received by February 1, 2012 Applications reviewed and awards made by March, 2012.</p> <p>Subgrantee orientation meeting held in March, 2012 with subgrantee project leadership meetings twice per year throughout the project period.</p> <p>Subgrant activities begun by April, 2012 and continue throughout the project period.</p> <p>Project data compiled and submitted for project level review in August of each project year.</p>	<p>of early childhood education will collectively impact 50% of children 0-5 years of age in South Dakota.</p> <p>2.3 80% of four year olds served by early education subgrantees will achieve Early Learning standards for school readiness in oral language and early literacy.</p> <p>2.4 70% of fifth, eighth, and 11th grade students served by LEA subgrantees will achieve meet or exceed proficiency on Dakota STEP reading/ELA standards. and/or show more than a year's growth in ELA standards.</p> <p>2.5 60% of students disadvantaged by income, ethnicity, disability or proficiency in English served by LEA subgrantees who have not reached proficiency in reading/ELA will demonstrate a minimum of a year's growth in reading/ELA skills annually.</p>
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(ii) The qualifications, including relevant training and experience, of key personnel

The Comprehensive Literacy Program draws upon the leadership and expertise of the following key personnel:

Dr. Melody Schopp, Department Secretary, SDDOE—Dr. Schopp has served the SEA since 2000 following 21 years as a teacher and Technology Coordinator in the Lemmon School

District. Dr. Schopp completed her Doctorate in Education from the University of Nebraska in 2009. Dr. Schopp has served SDDOE as a Program Specialist, Director of the Office of Teacher Quality and Accreditation, Deputy Secretary. She has provided leadership for numerous US DOE discretionary grants including: South Dakota's TQE-State Grant, Every Teacher and South Dakota's Teacher Incentive Grant. She will serve as Project Director and provide overall leadership and administration for the Comprehensive Literacy Program.

Ms. Becky Nelson, Project Co-Director—Ms. Nelson currently serves as a Team Leader within SDDOE's Office of Curriculum, Career and Technical Education. She has provided the leadership for SDDOE's adoption of the Common Core Standards and the development of the Common Core Professional Development series. Ms. Nelson also provides the leadership for South Dakota's High School 2025 work and has championed the Literacy Integration aspect of that work. Since joining SDDOE in 2005, Ms. Nelson has participated in varied aspects of curriculum development and has worked closely with LEAs throughout the state.

Dr. Pamela Lange, Project Co-Director—Dr. Lange may serve the project as Co-Director at the level of .5 FTE through sub contract with Technology and Innovations in Education. Some of Dr. Lange's current duties as Development Director for TIE will be reassigned to allow her to assume duties related to day-to-day management of the Comprehensive Literacy Program. Dr. Lange received her Ed.D in Education Administration from the University of South Dakota. Since joining the staff of TIE in 2002, she has conducted professional development for educators across South Dakota and Wyoming in areas of Instructional Strategies (Based on Robert Marzano's Work), Summative and Formative Assessment (Based on Rick Stiggins' Work), Data Retreat Planning, and School Improvement Planning. Dr. Lange has served as consultant and primary trainer for SDDOE's Common Core

Professional Development series. Prior to joining TIE, Dr. Lange was the Med-West Region Educational Consultant for Pearson Education Technologies. In this role she developed exceptional capacity for data management and analysis.

Julie Popham, RtI Coordinator—Ms. Popham will coordinate RtI training and technical assistance efforts through contract with Three Rivers Special Services Cooperative. Ms. Popham holds a Masters Degree in Curriculum and Instruction and has 32 years experience as a teacher, administrator and educational consultant. She has received advanced training in RtI, Advance Applications in Reading(CORE Reading), DIBELS and AIMSweb assessments for which she is an certified/authorized trainer of trainers.

(iii) The extent to which the State will ensure a diversity of perspectives in the design and implementation

The State Literacy Team will serve as an Advisory Board for the Comprehensive Literacy Program. The current team represents all SDDOE and external partners that bring unique expertise and perspectives to the development and implementation of the Comprehensive Literacy Program (full list appears on p 2).

Representation	
Office of the Governor First Lady Linda Daugaard , Literacy Initiative	Office of the Secretary Dr. Melody Schopp, Secretary Roger Campbell, Director of Indian Education
South Dakota Board of Education Kelly Duncan, President	Office of Assessment and Technology Systems Wade Pogany, Director
Office of Curriculum, Career and Technical Education Mark Wilson, Director	Office of Educational Services and Supports (Title Programs, Special Education, Head Start) Janet Ricketts, Director
Office of the State Library Dan Siebersma, State Librarian	Office of Accreditation and Teacher Quality Deb Barnett, Director
South Dakota Department of Social Services Patricia Monson, Director of Child Care Services	

Once subgrants have been awarded the State Literacy Team will be expanded to include representatives from both K-12 and Early Childhood subgrantees. These representatives will include educators, curriculum directors, project leadership, families and students as appropriate.

(D) Adequacy of resources.

(i) The extent to which the costs described in the SEA's budget are reasonable in relation to the number of objectives, design, and potential significance of the proposed project

A complete budget narrative appears with the application for South Dakota Comprehensive Literacy Program. SDDOE believes the budget is adequate and reasonable to support state level activities and award subgrants of sufficient size to ensure sufficient resources for additional professional development and support and resources for acquisition of curriculum, instructional materials, and assessment instruments that support the goals of improved literacy skills that align with the ELA Common Core State standards.

(ii) The quality of the SEA's plan to ensure that SRCL subgrant funds are allocated as follows:

- At least 15 percent to serve children from birth through age five.
- At least 40 percent to serve students in kindergarten through grade five.
- At least 40 percent to serve students in middle and high school, through grade 12, including an equitable distribution of funds between middle and high schools (4 points).

The Budget for the Comprehensive Literacy Program provides for the distribution of subgrants based upon the provisions of the federal SRCL program as noted above. The range of individual awards for K-12 subgrants has been based at approximately \$50 per student based on the cumulative student population to be served. Based on this formula, approximately 120,000 students would be beneficiaries of SRCL subgrants. Should successful applications not encompass that many student beneficiaries, the calculation of award range based on student population could increase.

To ensure equal distribution between elementary, middle and high school and also to ensure that LEAs are proposing to implement coherent, comprehensive literacy programs across

the grade span, SDDOE will require that applicants present a project that will address the entire K-12th grade student population and their teachers. School data confirms an almost equal distribution of students at each level: K-5 and 6-12 in South Dakota, as well as, equal number of teachers at each of the grade spans.

(iii) The extent to which the SEA will use the grant to leverage other State and Federal funds in order to maximize the impact of the grant and how it will support LEAs and early childhood education providers in integrating funds with other local, State, and Federal funds and in developing a plan for sustaining funding after the end of the subgrant

Previous sections of the proposal have discussed existing resources and initiative that will be leveraged to enhance the implementation of the Comprehensive Literacy Program. A brief summary of these contributions appears in the table below.

Representation	Contribution
<p>Office of the Governor</p> <p>The Honorable Dennis Daugaard, Governor</p> <p>First Lady Linda Daugaard , Literacy Initiative</p>	<p>The leadership and commitment of the Governor’s Office to improvement in literacy skills of all students elevates the significance of the efforts of state and local partners.</p> <p>South Dakota’s First Lady, has identified literacy as her primary initiative and is working actively with schools and libraries to encourage reading and having books in the home for all age learners.</p>
<p>Office of the Secretary</p> <p>Dr. Melody Schopp, Secretary</p> <p>Roger Campbell, Director of Indian Education</p>	<p>Secretary Schopp provides the leadership and guidance that necessary for a shared vision and constancy of purpose toward improved language and literacy for children of all ages toward 100% proficiency in state standards by 2015 and the leveraging of resources across SDDOE toward that purpose.</p> <p>Roger Campbell provides valuable insight and guidance in addressing the unique</p>

	cultural characteristics and needs of Native American children and their families for improved outcomes in language and literacy.
Office of Curriculum, Career and Technical Education Mark Wilson, Director Becky Nelson, Team Leader, Common Core Standards and High School 2025 Marta Stirling, Team Leader, Reading/Language Arts	Supports a varied opportunities improved practice and professional development across the grade span and curriculum. Their resources that impact the implementation of this program include: Common Core Standards adoption and Professional Development series; High School 2025/Literacy Integration and Personal Learning Plans
Office of Educational Services and Supports Janet Ricketts, Director Dr. Kristine Harms, Title I Director Shannon Malone, ELL Program Specialist Jennifer Palmer, Migrant Program Specialist Anne Larson, Special Education Director Susan Sheppick, Birth to 3 Director Rayne Dosch, Head Start Collaborative Director	Educational Services and Supports houses all federal Title programs, Special Education, and the Head Start Collaborative. Each of these programs has established priorities and regulatory authority for improving academic achievement among special population groups. The Office of Special Education makes a specific contribution through the provision of professional development, reading strategies and student assessment from their efforts to pilot RtI in 52 schools in South Dakota.
Office of Assessment and Technology Systems Wade Pogany, Director Gaye Pickner, Assessment Director Jan Martin, NAEP Director	The contribution of the Assessment and Technology office is significant. They contribute all existing data collection mechanisms that provide the foundation for project evaluation and student assessment.
Office of the State Library Dan Siebersma, State Librarian	The State Library will continue to provide professional development for public and

<p>Joan Upell School Library Coordinator,</p>	<p>school librarians in support of literacy development for children from birth through graduation. They support efforts to analyze student reading material for Lexile text measures that correlate to student levels.</p>
<p>Office of Accreditation and Teacher Quality Deb Barnett, Director</p>	<p>Accreditation and teacher quality guide credentialing for HQT in reading/ELA and for reading specialists. They maintain essential data and information regarding teacher needs and accomplishments.</p>
<p>South Dakota Department of Social Services Kim Malsam-Rysdon, Secretary Patricia Monson, Director of Child Care Services</p>	<p>DSS, Child Care Services connects the project with existing efforts and resources related to the Early Learning Guidelines and child care and education providers. Their Early Childhood Enrichment Centers provide an exceptional vehicle to build capacity for early learning and literacy.</p>

(iv) The extent to which the SEA will award SRCL subgrants of sufficient size to support projects that improve instruction for a significant number of students in the high-need schools or early learning programs serving children birth through five that the SRCL subgrantee would serve.

SDDOE planners believe that to be successful, there will need to be a significant population of students to generate sufficient funds (based upon the \$50/student formula) to support a level of training and on-site support for schools and educators that will increase their opportunity for success in improving student achievement. All too often in small schools, there are not dedicated resources for teacher leaders or coaches that can help facilitate implementation and changes in practice. These duties are often placed on the shoulders of qualified teachers, but without taking away any other assignments. Without dedicated time, these necessary supports typically fall by the wayside in lieu of more pressing instructional duties. Convening resources

across multiple districts with sufficient student population will allow schools and educators to access on-going training, support, coaching/mentoring and data collection from their ESA which also has an existing pool of expertise.

Small schools and educators working in a regional consortium through their ESA also benefit from collegial support and shared ideas in the development of instructional strategies and problem solving for instructional modifications. Given that most school districts in South Dakota have fewer than 500 students, it is very typical that there is only one section and one teacher at each grade level or one HQT English teacher at the high school.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-Resumes.pdf**

Attachment 2:

Title: Pages: Uploaded File: **1238-FY10 - 11 Indirect Cost Rate.pdf**

Attachment 3:

Title: Pages: Uploaded File: **1239-Letter2.pdf**

DR. MELODY SCHOPP

1301 E. Dakota, Pierre, SD 57501 | 605-848-2047 | melody.schopp@state.sd.us

EDUCATION

University of Nebraska, Lincoln Ph.D. in Educational Studies & Higher Education	2008
University of Mary, Bismarck, ND M.A. in Elementary Education	1995
University of Mary, Bismarck, ND B.S. Elementary Education	1973

WORK EXPERIENCE

Interim Secretary of Education South Dakota Department of Education, Pierre, South Dakota	Jan 2011 - Current
Deputy Secretary of Education South Dakota Department of Education, Pierre, South Dakota	Jan 2010 – Jan 2011
Director, Accreditation and Teacher Quality South Dakota Department of Education, Pierre, South Dakota	Dec 2002 – Dec 2009
Technology Integration Specialist South Dakota Department of Education, Pierre, South Dakota	Aug 2000 – Nov 2002
K12 Classroom Teacher, 3rd, 5th, K-12 Technology Lemmon, South Dakota	Fall 1979 – Spring 2000

HIGHER EDUCATION TEACHING EXPERIENCE

Adjunct Professor – Online Courses University of South Dakota	2009 - Present
Adjunct Professor – Online Courses Black Hills State University	2009 - Present
Adjunct Professor – Online Course Montana State University, Bozeman, MT	2008
Adjunct Faculty – “Workshop Presenter” Augustana College, Sioux Falls, SD	Fall 2009

GRANTS

Teacher Incentive Fund Grant - Project Director \$20 million grant awarded to Department of Education directed to implementing performance based pay systems in high needs school districts for the purpose of recruiting and retaining teachers, training and supporting leadership, with the goal of increasing student achievement.	2007 - Present
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Teacher Quality Enhancement Grant - Project Director 2002-2005

\$5 million grant awarded to Department of Education for Teacher Quality Initiatives supported summer academies for paraprofessionals, created online mentoring program, coordinated reduced tuition master degree programs for teachers, and collaborated with Board of Regents in implementation of Praxis testing.

CAREER ACCOMPLISHMENTS**Teacher Standards and Evaluation Workgroup** 2010

Drafted legislation to create authority to establish teaching standards and a model teacher evaluation instrument. Facilitated appointed workgroup.

South Dakota Virtual School 2007

Drafted legislation to create authority, drafted and implemented rules, established and facilitated advisory council, created Virtual School with full high school curriculum with minimal budget.

Online Teacher Certification System 2005

Designed and coordinated work to establish online application system for teacher certification to include automatic transcript transfer from public universities, online payment, and merging with personnel record form system.

Teacher 411: Public Online Teacher Look-UP 2008

Designed and coordinated work to establish public teacher look-up system to include all certification data and highly qualified status records.

South Dakota's Teacher Equity Plan 2007

Wrote and submitted South Dakota's Teacher Quality and Equity plan for Title II Federal requirements. Only one of nine states approved initially based on outside evaluator's input.

Governor's New Teacher Academy 2005, '06, '07

Organized Governor's New Teacher Academy for teachers new to profession.

Virtual Mentoring Program 2007 - current

Create Virtual Mentoring using Ning environment for experienced teachers to interact with teachers new to the profession. Included opportunities for reduced tuition courses.

Statewide Implementation of Praxis II Teacher Testing 2005

Organized statewide panels to review tests for initial teacher testing in 42 content areas. Established rules for Board of Education approval to implement testing for initial teacher certification.

K12 accreditation system 2004

Revised rules and presented to SD Board of Education, organized and facilitated advisory council, and implemented rollout 2006-07.

Teacher preparation standards for state NCATE partnership	2004
Revised rules collaboratively with Institutions of Higher Education and presented to SD Board of Education, collaborated with SD Board of Regents for Specialized Professional Association (SPA) trainings.	
Statewide Accountability System	2003
Organized and Facilitated Accountability Council, completed and submitted Accountability system to USDOE, and organized peer review with USDOE for system approval.	
Highly Qualified Teachers rules and regulations	2003
Convened workgroup to establish criteria for highly qualified teachers in South Dakota. Rules developed and submitted to South Dakota BOE and USDOE for approval as required for Title II Federal regulations.	
Statewide Student Information System	2001
Developed RFP for national vendors, facilitated advisory council for selection , organized statewide rollout of project, maintained ongoing communication with vendor for updates and new initiatives.	
TTL Project Manager –Statewide Technology Training for Teachers	2000-2002
Developed curriculum/higher education collaboration, hired, trained, supported staff, coordinated sites statewide, oversaw coursework and ongoing training throughout school year.	

COMMITTEES & APPOINTMENTS

Appointed, Deputies Leadership Commission Executive Committee, Council of Chief State School Officers,	Fall 2010 - present
Advisory Board, Dakota Assets, Teacher Recruitment Model	Fall 2009 – present
Advisory Board, Multistate Consortium for Teacher Leadership, Kansas City, KS	Fall 2009
Chair, Technology Endorsement Study, South Dakota Schools of Education and K-12 field staff, Mission, SD	Fall 2009
Chair, South Dakota Indian Studies review, South Dakota Institutions of Higher Education	Fall 2009
Advisory Board, <i>Learning Power</i> , Advanced Placement partnership grant with National Math and Science Foundation	Fall 2008
Chair, Legislative Summer Study, “ <i>Teacher Compensation</i> ”	Summer 2008
Advisory Board, MAPLE – Midwest Alliance for Professional Learning	2008-present
Chair, NCATE State Partnership Board, Washington, DC	October 2007
Chair, South Dakota Virtual Advisory Council, Pierre SD	2007-2009

Advisory Board, Teacher Placement, Associated School Boards, Pierre, SD	2006-2009
Appointed Participant, <i>"System-Wide Review of Teacher Education Programs in South Dakota"</i> , Department of Education in Collaboration with South Dakota Board of Regents	Fall 2006
Appointed Participant, <i>"Preparing, Retaining and Supporting a High Quality Teacher Workforce"</i> Wingspread Conference, American Association of State Colleges and Universities, Madison, WI	Fall 2006
Appointed, Board of Trustees, North Central Association, Phoenix, AZ	2001-2003
Appointed, Governor Janklow's Educational Task Force, Pierre, SD	2001

PRESENTATIONS

(Note: Does not include numerous statewide presentations made to school districts, state board of education, legislature etc.)

<i>"Update: An Educational Picture"</i> Presenter: School Administrators of South Dakota, Wild West Conference	2010
<i>"Getting to the Bottom of Good"</i> , Presenter: Associate School Board & School Administrators Conference, Sioux Falls, SD	2010
<i>"Learning Power- A Statewide Partnership for Online AP"</i> Presenter: Systems Change Conference, Sioux Falls, SD	2009
<i>"Ceiling Fans, Jumper Cables, & Trapezoids"</i> Keynote Speaker: Governor's Teacher Leadership Conference, Pierre, SD	2009
<i>"Performance Pay: What We've Learned in South Dakota"</i> Presenter: Associated School Board & School Administrators Conference, Sioux Falls, SD	2009
<i>"Recruiting & Retaining Teachers in Rural America"</i> Presenter: Troops to Teachers Annual Regional Meeting, Bozeman, MT	2009
<i>"Live Your Best Life"</i> Presenter: Technology in Innovations, Rapid City, SD	2009
<i>"Differentiated Pay: The Check is in the Mail"</i> Presenter: Associated School Board & School Administrators Conference, Sioux Falls, SD	2008
<i>"From Planning to Action: Implementation of the Highly Qualified Teacher Plans"</i> Joint Facilitator: National Comprehensive Center for Teacher Quality National Issue Forum, Washington, DC	2008
<i>"South Dakota Virtual School Update"</i> Presenter: South Dakota Counseling Association	2008

<i>"South Dakota's Teacher Incentive Fund Grant"</i> Presenter: Title II Annual Conference, Washington, DC	2008
<i>"The Labyrinth to Leadership"</i> Presenter: Women's Leadership Conference, University of Lincoln, Nebraska	2008
<i>"From Planning to Action: Implementation of Highly Qualified Plans"</i> Joint Facilitator: National Comprehensive Center for Teacher Quality National Issue Forum, Washington, DC	2007
<i>"Using Data to Target Resources"</i> Joint Facilitator: National Comprehensive Center for Teacher Quality National Issue Forum, Washington, DC	2007
<i>"Putting the Teacher Quality Plans Together"</i> Presenter: National Comprehensive Center for Teacher Quality, Oklahoma City, Oklahoma	2007
<i>"Innovative Ideas and Practical Suggestions for Improving the State Highly Qualified Teacher Plans"</i> Presenter: National Comprehensive Center for Teacher Quality, Online Webinar	2006
<i>"Meeting the Challenge in Rural America"</i> Presenter: INTASC Meeting, Washington, DC	2006
<i>"Data Collection, Warehousing, and Analysis: An Integrated Solution"</i> Presenter: Annual Management Information Systems Conference, Orlando, FL	2006
<i>"Building Coherence: Legacy of Teacher Quality Enhancement Grant"</i> Presenter: Systems Change Conference, Sioux Falls, SD	2005
<i>"Presentation"</i> Keynote: Governor's New Teacher Academy, Rapid City, SD	2004-05
<i>"AYP Calculation in South Dakota"</i> Presenter: Pierre Indian Learning Center, Pierre, SD	2004
<i>"The Expectations of NCLB for South Dakota Schools"</i> Presenter: Systems Change Conference, Rapid City, SD	2003
<i>"School Accreditation/Determining the Effectiveness of Schools"</i> "Presenter: Committee on School District Educational Equality and Organization, South Dakota Legislative Summer Study	2003
<i>"Accountability in South Dakota"</i> Presenter: Associated School Boards & School Administrators, Sioux Falls, SD	2003
<i>"Connecting in Rural America"</i> Presenter and panel discussion: Federal Reserve Board, Minneapolis, MN	2002
<i>"Technology Training Can Make an Impact"</i> Presenter: 17TH Annual Conference on Distance Teaching and Learning, Madison, WI	2001

"Integrating Spreadsheets into the Classroom"

Presenter: Classroom Connections Conference, Chicago, IL 1999

MEMBERSHIPS

South Dakota Honorable Women 1998-present
 Nominated 1998

Delta Kappa Gamma 1988 – present
 Local chapter president 1988-1990 & 1998 – 2000
 State membership committee chairman

PEO – Philanthropic Educational Organization 1995 – present
 Scholarship committee promoting advancement in women in education

School board member, Lemmon, South Dakota 2000-2009

Church organist, Lemmon, South Dakota 1978-present

AWARDS & RECOGNITIONS

Technology in Innovations and Education, *Friend in Education* 2004
 Recognition for educational technology support statewide

PEO, Scholarship 2001
 Doctorate tuition support

CNN Feature Story 2000
 Recognition for innovative technology integration in rural South Dakota

PUBLICATIONS

TTL: South Dakota Technology for Teaching and Learning Academy, Tech Trends, Volume 45, Number 3, May, 2001

A Look Inside of TTL2000 at BHSU, TIE Newsletter, Volume 15, Number 1, September, 2000

REFERENCES

Dr. Tom Hawley, Provost, Northern State University, Aberdeen, SD 605-626-7725

Dr. Dean Myers, Director, University Center, Rapid City, SD 605-394-5285

Dr. Rick Melmer, Dean of Education, University of South Dakota, Vermillion, SD 605-202-0961

Dr. James Parry, Technology and Innovations in Education, Rapid City, SD 605-394-1876

Don Kirkegaard, Superintendent, Britton, SD and State Board of Education 605-448-2234

Becky Nelson

(b)(6)

becky.nelson@state.sd.us

EDUCATION

- 2010 **Governor Leadership Program**
15 credits in graduate leadership development coursework
- 1996 **Bachelor of Science Degree in Home Economics**
Vocational Endorsement, Middle School Endorsement, & MS Language Arts Endorsement
South Dakota State University at Brookings, SD

PROFESSIONAL EXPERIENCES

- 2008- Present **Team Leader: Office of Curriculum, Career and Technical Education**
South Dakota Department of Education, Pierre SD
- Common Core Standards: Facilitate the review of common core standards, development of statewide professional development and implementation of standards. Facilitate, build, and/or deliver the train the trainers' professional development. Develop or facilitate the creation of tools and resources for districts to use. Communicate with staff, curriculum directors, and districts the statewide plan.
 - High School 2025 – Statewide System of Support: Complete research and gather best practices to develop key practices framework. Communicate framework with districts. Facilitate council meetings. Work with other offices within DOE and other agencies to initiate development of a statewide system of support model to be utilized by districts.
 - Career Cluster Implementation: Design and deliver the initial career cluster implementation model. Train staff and ensure staff is implementing the model within their career clusters. Provide continued guidance to staff on standards development, career cluster budgets, and next steps for implementation.
 - Common Course Number Implementation: Develop implementation framework. Collaborate with other offices and outside vendor to implement codes into statewide student data system. Communicate and aid districts in implementing new codes.
 - Reading Up Initiative: Develop statewide professional development plan to improve reading scores. Provide state staff guidance and support and aid in facilitating statewide trainers in development of workshops and webinars to carry out goals.
 - Graduation Requirements: Communicate with and provide administrators, counselors, teachers, and parents' technical support.
 - Career and Technical Education Certification: Communicate with and provide administrators and potential teachers technical support. Work with certification office to provide technical assistance and process applications.
 - Office Goals: Facilitate the framework and development of office goals.
 - Curriculum Directors: Plan and host four annual meetings with district curriculum directors. Communicate information about state initiatives. Gather input to aid in statewide decisions.
 - Curriculum Professional Development Plan: Create a statewide professional development plan. Provide guidance and coordinate with staff members on professional development offerings.

- 2005-2008 **Program Specialist: Office of Career and Technical Education**
 South Dakota Department of Education, Pierre SD
- Human Service, Education and Training, and Hospitality and Tourism Clusters: Provide customer service, coordinate and lead trainings, and communicate changes to teachers across the state. Provide guidance and support in the local program improvement process. Provide leadership and facilitate cluster committee.
 - Data Collection: Work with programmers to develop an online Perkins data collection system. Develop data collection direction and validation instructions, host data collection workshops, and provide customer service to local education agencies. Take the lead to implement the change to national assignment codes. Designated point of contact for technology portfolio.
 - Teacher Certification: Work with Office of Accreditation and Teacher Quality to update administrative rules and provide certification guidance for alternatively certified career and technical instructors. Coordinate career and technical alternative certification professional development. Aid in implementation of the Teacher to Teacher Support Network program for career and technical educators.
 - Career Cluster Team Leader: Promote and provide guidance and direction regarding career cluster implementation. Initiate and facilitate development of programs of study templates and career cluster website.
- 1998-2005 **Family & Consumer Science Teacher and FCCLA Advisor**
 Ainsworth Community Schools: Ainsworth, NE
- 1996-1998 **Family & Consumer Science Teacher and FCCLA Advisor**
 Howard Middle/High School: Howard, SD

RELATED PROFESSIONAL EXPERIENCE

Conference Presenter : Joint Convention sponsored by Associated School Boards and SD Administrators, Lakota Nations Conference, Parent Conference, National Career Cluster Conference, Alaska Tech Prep Conference Presenter, Area Administrators meetings, South Dakota State Board of Education Meetings, etc.

AWARDS

- 2008 SDATFACS Outstanding Service Award
 2007 SDATFACS Outstanding Career and Technical Educator
 2007 SD FCCLA State Honorary Member

PROFESSIONAL ORGANIZATIONS

- 2007-2008 Secretary of National Association of State Administrators for Family & Consumer Science
- 2005-2009 Member of National Association of State Administrators for Family and Consumer Science
- 2003-Present Member of National and State Association of Career and Technical Education

JULIE POPHAM

(b)(6)

PROFILE

I am a creative professional with successful experience in administration, planning, and coordination of educational programs. My work experiences have required that I hire, train, and supervise employees, work independently and as a team member, transition and update programs, deal with people in stressful situations, negotiate agreements between parties, and make critical decisions. I have extensive public speaking experience and have worked with large and small groups of individuals ranging in ages from 6 years old to adults.

LEADERSHIP and ADMINISTRATION

Todd County Literacy Project Coordinator, Technology and Innovation in Education (TIE), 2009-Present

Response to Intervention (RtI) Project Coordinator, Three Rivers Special Services Cooperative, 2009-Present

Agency Program Director, Region 1 Education Service Agency, 2004-2009

Designed, Coordinated, and Directed ESA 1 textbook evaluation, recommendation, and cooperative purchase, 2007-Present

Member of Healthy Children, Healthy Future State Network Strategic Planning Team, SD Department of Education & SD Department of Health, 2008- 2009

Member of South Dakota Parent Information and Resource Center Statewide Advisory Board, 2007-Present

Member of SD Department of Education School Support Team, Provided technical assistance to districts identified as being in need of improvement under NCLB, 2002-2004

National Association of Gifted Children Affiliates Conference, Delegate and Congressional Lobbyist, Washington, D.C., 2000, 2003, 2004

South Dakota Destination Imagination, State Challenge Master, Trained and supervised volunteer judges at regional and state competitions, 2000-2004

South Dakota Odyssey of the Mind, State Problem Captain, Trained and supervised volunteer judges at regional and state competitions 1998-1999

South Dakota Association of Gifted Children, Board Member/Treasurer, 1998-2006

South Dakota Odyssey of the Mind/Destination Imagination Board of Directors, Board Member/Secretary, 1997-2004

Estelline Board of Education, School Board Member, 1993-1996

PROFESSIONAL DEVELOPMENT FACILITATOR

Advanced Applications in Reading (CORE Reading), Facilitator and Trainer, 2009-Present

AIMSweb Assessment, Facilitator and Trainer, 2009-Present

DIBELS Assessment (Dynamic Indicators of Basic Early Literacy Skills), Facilitator and Trainer, 2007-Present

Assessment for Student Learning, Facilitator and Trainer, 2005- Present

Curriculum Mapping, Facilitator and Trainer, 2002- Present

Reading in the Content Areas, Facilitator and Trainer, 2002-Present

Data Retreat, Facilitator and Trainer, 2002-Present

Star Lab Portable Planetarium, Facilitator and Trainer, 1998-2004

The Real Reasons for the Seasons, Workshop Facilitator, 2001-2003

Project WET (Water Education for Teachers) Workshop Facilitator, 1997-2001

Project WOW (Wonders of Wetlands) Workshop Facilitator, 1997-2001

CURRICULUM DEVELOPMENT

Healthy Water, Healthy People, Publication refinement team, Clemson, SC, 2002

Healthy Water, Healthy People, Writers' Workshop, Member of nationwide writing team, Developed and wrote curriculum units for publication, The Watercourse, Bozeman, MT, Hach Chemical Company, Loveland, CO, 2000

Discover a Watershed: The Missouri, Writers' Workshop, Member of nationwide writing team, Developed and wrote curriculum units for publication, The Watercourse, Bozeman, MT, 2000

NESC Curriculum Enrichment, Designed, wrote, and taught science and history curriculum units with an emphasis on hands on learning and critical thinking skills for K-6 classrooms in NESC member districts, 1997-2002

Howard Hughes Medical Foundation Grant, Member of state wide curriculum development team, Wrote and piloted K-8 water ecology curriculum, South Dakota Discovery Center & Aquarium, Pierre, SD, 1991-1998

Elementary Foreign Language Curriculum, Wrote, implemented, and taught a K-6 Spanish curriculum, Estelline Elementary School, Estelline, SD, 1985-1991

High School General English Curriculum, Co-authored, implemented, and taught high school English curriculum for underachieving high school students, Estelline High School, Estelline, SD, 1982-1990

WORK HISTORY

Three Rivers Special Services Cooperative, Response to Intervention (RtI) Project Coordinator, Philip, SD, July 2009-Present

- facilitate RtI presentations to statewide groups and agencies
- assist and advise pilot schools with continued implementation of RtI in their districts
- monitor fidelity of RtI implementation in pilot schools
- provide interested districts with the information necessary to begin implementation of RtI
- assist, advise, and monitor RtI implementation in interested schools

Region 1 Education Service Agency, Agency Program Director, Hayti, SD, 2004-Present

Responsibilities:

- create agency work plan for contract approval
- prepare, implement, and balance agency budget in addition to authorization of all budget expenditures
- analyze agency data, prepare and submit reports to State Department of Education
- hire, supervise, and evaluate staff for job performance
- monitor and evaluate work documentation submitted by agency staff
- coordinate, schedule, create agendas and preside at agency advisory board meetings
- coordinate special projects with commercial vendors and outside agencies
- negotiate contracts with vendors
- school improvement consultant
- curriculum specialist
- professional development planning consultant
- strategic planning and problem solving consultant

- prepare and facilitate teacher workshops
- prepare and facilitate school administrator workshops
- write and manage grants
- daily communication with administrators and consulting agencies
- communicate and advertise agency events with various entities
- maintain a high level of proficiency with Microsoft Word, Excel, and Power Point

Northeast Educational Services Cooperative, NCLB/Professional Development Coordinator, Hayti, SD, Newly created position 2002-2004

Responsibilities:

- assist member districts with NCLB compliance
- prepare and facilitate teacher workshops
- school improvement consultant
- professional development planning consultant

Northeast Educational Services Cooperative, Teacher, gifted education coordinator/consultant, curriculum enrichment specialist, Hayti, SD, 1990-2002

Responsibilities:

- taught pull-out gifted education classes for identified gifted students
- gifted education consultant
- presented workshops on nature and needs of gifted students to district personnel in member districts
- taught science and history curriculum units emphasizing hands-on and critical thinking skills activities in NESC member district K-6 classrooms
- organized and led ecology field trips and overnight camping treks with classroom teachers and their students
- organized and led field trips for students to state historical sites and museums

Estelline Public Schools, Teacher, Estelline, SD, 1978-1990

Responsibilities:

- Taught South Dakota History, English, Speech, Geography, Spanish and Driver Education at the junior and senior high school level as well as Spanish at the elementary level

EDUCATION

M.Ed., Curriculum and Instruction – South Dakota State University, Brookings, SD, 1996

BS, Secondary Education – Northern State University, Aberdeen, SD, 1977, Major in Social Sciences, Minor in Spanish

REFERENCES

Barbara Boltjes 27895 363rd Avenue 57369 (605) 207-0330

Debera Lucas 110 E Denver Drive Mission, SD 57555 (605) 856-3502

Larry Furney 300 S Lake Drive Arlington, SD 57212 (605) 983-3932

Cheryl DeWitt 45491 184th Street Castlewood, SD 57223 (605) 793-5649

Mike Cullen Howard School District 500 N Section Line Howard, SD 57349 (605) 772-5515

Dorothy Zuiderhof Brookings School District 2130 8th Street S Brookings, SD 57006 (605)696-4714

Education

University of South Dakota: Education Administration Ed.D (July 2010)

University of South Dakota: Master of Science Human Resources (May 2005)

Black Hills State University: Bachelor of Science. Double Major: Business Administration and Business Education – endorsements in Vocational Education, Computers, Marketing, Keyboarding, Language Arts, and History. Minor in Computer Applications. (May 1995/1996)

Professional Experience

TIE – Technology and Innovation in Education – Development Coordinator:

- Development Coordinator for
 - State of Wyoming Professional Development Assessment Grant. Responsible for managing all areas of grant including logistics, budget, training, communication, national speakers, national conferences. Work closely with Wyoming Department of Education, Wyoming Assessment Consortium and Lander School District. Grant includes 38 school districts in the State of Wyoming.
 - State of South Dakota Professional Development Contracts. Responsible for managing all areas of contracts including logistics, budget, assigning and managing education consultants to contracts, and internal and external training of consultants. Promotion began July 2010 to present
- ESA (Educational Service Agency) – Housed at TIE: Education Service Agent – Worked closely with South Dakota Department of Education to determine the best possible ways to distribute and train school districts on school improvement and NCLB mandates. Responsible for five school districts in the Northern Black Hills. Work with districts in the areas of school improvement, federal mandates for NCLB, professional development planning, technology integration, curriculum development and planning, and research-based instructional strategies. Promotion began July 2004 to present
- TIE – Technology and Innovation In Education: Education Specialist (ETS) – Responsible for conducting professional development workshops across South Dakota in the area of technology (K-12), math consulting (K-8), school support specialist, and areas dealing with the No Child Left Behind Act. July 2002 to present

Pearson Education Technologies: Promotion to Application Engagement Specialist (AES): Central Region – Responsible for accounts in a 17-State Region. Pearson developed a new product, Concert Instruction, and I was promoted to management of large accounts for colleges, juvenile detention centers, high schools and elementary schools. Duties include all aspects of project management: kick-off meeting, collection of student data, grant writing, detailed reports of data collection for minority students, detailed record keeping of district students, technology comparisons/compatibility, implementation planning, administration training, staff development training, etc. Promotion began January 2002

Pearson Education Technologies: Educational Consultant: Mid-West Region– Responsible for a Six-

State Region. Duties include implementation plans, training, scheduling, and follow-up customer service for colleges, juvenile detention centers, high schools and elementary schools using NovaNET and SuccessMaker software. Work with top management in troubleshooting areas of weakness and difficulties for all students in their districts. Specialized in three large district implementation plans with excellent results (No Child Left Behind). Responsible for weekly, monthly and quarterly reports to manager, working with sales representatives (four in my region), and selling/marketing additional products. Also, responsible for managing, budgeting, and scheduling the day to day responsibilities of working from a remote office. June 1999 to December 2001.

Belle Fourche High School: District NovaNET Coordinator – Was responsible for developing and implementing a new educational program brought into the Belle Fourche School District (NovaNET). Worked and developed communication with entire teacher staff - high school and middle school. We became an excellent team while producing strong results for the first year of three programs – High School Alternative Education Program, Middle School At-Risk Program and Middle School After-School Program. Developed training and assistance to teachers using the new system with middle school and high school students. Created the implementation plans and headed the steering committees dealing with all aspects of the programs. July 1997 to June 1999.

Certifications

North Central Accreditation QAR Trainer – February 2007; Human Resource Specialist – May 1998; Thinkfinity Field Trainer – January 2009, Technology Specialist – July 2009; Google Certified trainer – April 2011.

Special Skills

Work well with teams, possess exceptional organizational skills, and have a vast knowledge of written and communication skills - including presentations and training seminars. Have fluent computer skills on several computer programs including: Web 2.0 Tools, Google Docs, Elluminate, WebEX, SPSS, Access, Excel, Microsoft Publisher, Microsoft Office, PowerPoint, Microsoft Works, IBM and Macintosh; PageMaker, MacDraw, and Windows XP.

Educational Memberships

Association for Supervision and Curriculum Development (ASCD); National Council of Mathematics (NCTM); National Staff Development Council (NSDC) transitioning to Learning Forward; Phi Delta Kappa, South Dakota School Board Association (SDSBA), Learning and Leading with Technology (formerly ISTE).

Community Service

Belle Fourche Country Club (2009 to present); Belle Fourche Baseball Association (1996 to present); Belle Fourche Youth Basketball Association (1997 to 2007); Belle Fourche Parents Who Care (2005 to present)

Special Awards

2002 Mid-West Customer Service Award – Pearson Education Technologies; 1999 Service Excellence Employee – highest employee award received within Lantis Enterprises, Inc.

Graduate Courses Taught

- September 2010 – May 2011: Formative Assessment Institute (Black Hills State University)
- September 2010-May 2011: Data Driven Dialogue (Sioux Falls University)
- September 2010-May 2011: Formative Assessment Institute Lincoln 1, Kemmerer, Wyoming
(University of Wyoming)
- January 2010-May 2010: Research and Data Analysis, Sinte Glaska University, Mission, South Dakota
- September 2009-May 2010: Formative Assessment Institute Fremont School District 1, Lander, Wyoming
(University of Wyoming)
- September 2009-May 2010: Formative Assessment Institute (Second Cohort), State of Wyoming
(University of Wyoming)
- September 2008-May 2009: Body of Evidence State Assessment System Institute, State of Wyoming
(University of Wyoming)
- September 2008-May 2009: Formative Assessment Institute (Year Two), State of Wyoming
(University of Wyoming)
- September 2007-May 2008: Formative Assessment Institute, State of Wyoming (University of Wyoming)
- September 2006 - December 2006: Marzano Course, (University of Sioux Falls – USF)
- January 2006 – May 2006: Teacher as Assessor taught at the TIE Office, Rapid City, SD (USF and USD)
- August 2006-April 2007: Teacher as Assessor taught at the Todd County School District, Mission, SD (USF)
- September 2006-December 2006: Researched Based Instructional Strategies (USF)

Presentations and Publications

- April 2011 Technology and Innovation in Education Conference (Rapid City, SD) *If You Aim for Nothing You Will Hit it Every time.*
- April 2011 Wyoming School Administrators for Superintendents (Casper, WY) *Maximizing Learning in the 21st Century.*
- September 2010 Wyoming NCA State Conference (Cheyenne, WY) *A Briefing on Wyoming Formative Assessment.*
- June 2010 Wapiti Wyoming Administrators Conference (Wapiti, WY) *Assessment Monitoring: Summative and Formative.*
- April 2010 TIE Conference (Sioux Falls, SD) *Putting the Puzzle Together.*
- December 2009 National Staff Development Council (Washington D.C) *Data-Driven Professional Development: Taking to the Next Level.*
- September 2009 Wyoming NCA State Conference (Cheyenne, Wy) *Putting the Puzzle Together co-*

presented with Paige Fenton Hughes

- June 2009 Wyoming Wapiti Summer Conference (Wapiti, Wy) *Putting it All Together: What the Data Tells Us* co-presented with Dr. Julie Mathiesen
- October 2007 12th Rocky Mountain IRA Regional Conference (Billings, MT) presentation “*Write It Down . . . It’s Important!*” co-presented with Barb Rowenhorst
- August 2007 Joint Convention Conference (Sioux Falls, SD) presentation “*Making Professional Learning Communities Really Work*” co-presented with Sandy Gaspar
- August 2006 **Joint Convention Conference** (Sioux Falls, SD) presentation “*Using Your District’s Resources Wisely*” co-presented with Micky Wienk
- June 2006 South Dakota ESA Summer Institute presentation “*Building a Professional Development Picture*” co-presented with Micky Wienk
- May 2006 *Helping Districts Build Professional Development* publication funded through ESA’s of South Dakota co-authored with ESA 6 and 7 staff members

- April 2006 *TIE Conference of South Dakota* presentation “Building a Professional Development Pictures” co-presented with Maggie Austin and Barb Rowenhorst
- March 2006 *National School Board Association* (Chicago, IL) presentation “Using An Alternative Calendar to Meet the Demands of NCLB” co-presented with Karen Wagner, Bev Banks and Don Zocher
- August 2005 *On Target Strategy Booklets* publications funded by South Dakota Department of Education and co-authored with June Preszler and ESA 6 and 7 staff members
- June 2005 McREL Mathematics Institute (Denver, CO) presentation “Inquiry Based Mathematics on the Rosebud Reservation” co-presented with Lucy Atwood and Chris Mosner
- April 2004 *TIE Conference of South Dakota* presentation “Are You Getting the Results You Want?”



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

October 13, 2010

**Ms. Deneil Taylor
South Dakota Department of Education
700 Governor's Drive
Pierre, SD 57501-2291**

Reference: Agreement No. 2010-083

Dear Ms. Taylor:

The original and one copy of an Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the US Department of Education. The rates agreed upon should be used to compute indirect cost for grants, contracts, and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

**US Department of Education
OCFO/FIPAO/ICG
Attn: Mr. Richard Koris, Rm 6048
550 12th Street, SW
Washington, DC 20202-4450**

The enclosed copy of this agreement should be retained for your files. If there are any additional questions concerning this agreement, please contact Richard Koris at (202) 245-8061 or at Richard.Koris@ed.gov.

The next indirect cost rate proposal based on fiscal year ending June 30, 2010 is due in this office by December 31, 2010. This proposal should be sent to the above address.

Sincerely,

A handwritten signature in black ink, appearing to read "John Masante" with a small "for" written below it.

**Mary Gougisha
Director, Indirect Cost Group
Financial Improvement and Post Audit Operations**

Enclosures

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

COPY

**INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY**

ORGANIZATION:

South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501-2291

EIN: 466000364

DATE: October 13, 2010

AGREEMENT NO. 2010-083

FILING REFERENCE: This replaces
previous Agreement No. 2009-037A
dated July 10, 2010

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

TYPE	Effective Period		Rate	Base	Coverage	
	From	To			Location	Applicability
Fixed	07-01-10	06-30-11	8.7%	<u>1/</u>	All	<u>2/</u>
Fixed	07-01-10	06-30-11	6.7%	<u>1/</u>	All	<u>3/</u>

1/ Total direct costs less items of equipment, alterations, renovations, flow-through and the portion of each sub-award in excess of \$25,000 per year.

2/ All Federal programs which do not require the use of a restricted rate as defined by 34 CFR 75.563 and 34 CFR 76.563.

3/ All Federal programs which require the use of a restricted rate as defined by 34 CFR 75.563 and 34 CFR 76.563

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87 – Attachment B. Paragraph 8.d.3, terminal leave costs for all employees will be allocated as an indirect cost.

Capitalization Policy: Equipment items having an acquisition cost of \$5,000 or more, and an estimated useful life of at least one year, are capitalized and depreciated.

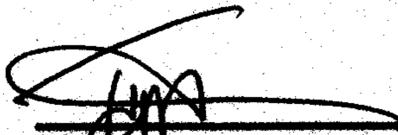
Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV Approvals

For the State Education Agency:

South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501-2291



Signature

Tamara Darnall

Name

Director of Finance & Mgmt

Title

10/13/10

Date

For the Federal Government:

US Department of Education
OCFO / FIPAO / ICG
550 12th Street, SW
Washington, DC 20202-4450



Signature

Mary Gougisha

Name

Director, Indirect Cost Group

Title

October 13, 2010

Date

Richard A. Koris

Negotiator

(202) 245-8061

Telephone

Section II – Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-87.

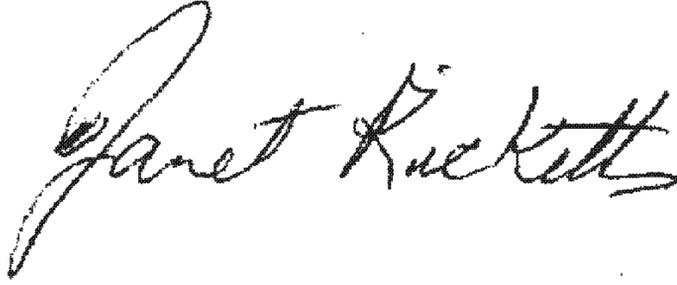
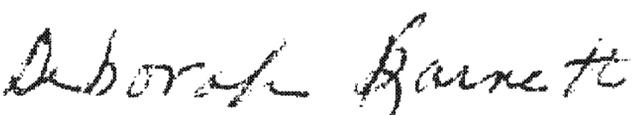
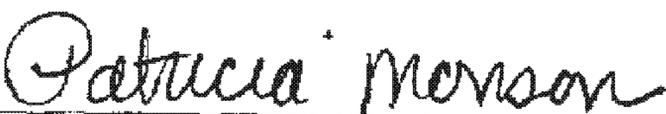
LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

<p>South Dakota Board of Education</p> <p>Kelly Duncan, President</p>	
<p>Office of Curriculum, Career and Technical Education</p> <p>Mark Wilson, Director Relevant Partner Programs</p> <ul style="list-style-type: none"> • Common Core Standards • High School 2025 • Reading/Language Arts 	
<p>Office of Educational Services and Supports</p> <p>Janet Ricketts, Director Relevant Partner Programs</p> <ul style="list-style-type: none"> • Title I • ELL • Migrant • Special Education • Birth to 3 • Head Start Collaborative 	
<p>Office of Assessment and Technology Systems</p> <p>Wade Pogany, Director Relevant Partner Programs</p> <ul style="list-style-type: none"> • Assessment • NAEP 	
<p>Office of the State Library</p> <p>Dan Siebersma, State Librarian Relevant Partner Programs</p> <ul style="list-style-type: none"> • School Library 	
<p>Office of Accreditation and Teacher Quality</p> <p>Deb Barnett, Director</p>	
<p>South Dakota Department of Social Services</p> <p>Kim Malsam-Rysdon, Secretary Patricia Monson, Director of Child Care Services</p>	 

**SOUTH DAKOTA COMPREHENSIVE LITERACY PROGRAM:
Readiness and Success in School, College and Careers
South Dakota Department of Education**

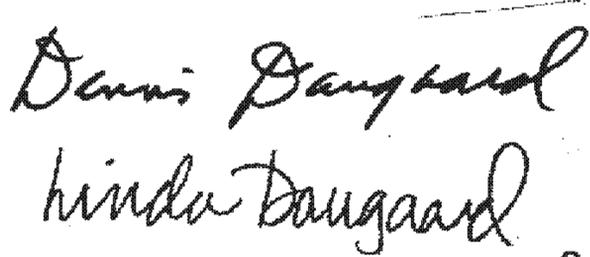
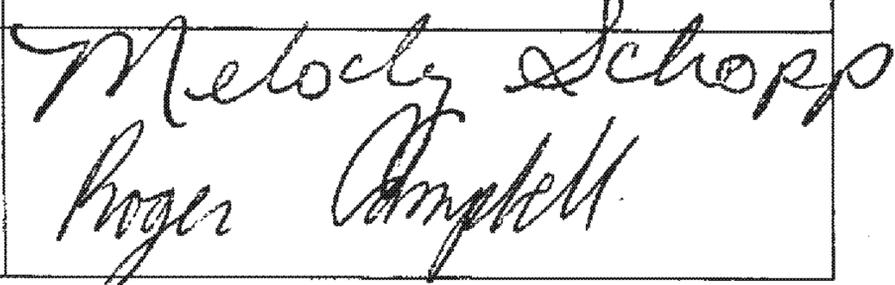
COLLABORATIVE PARTNERSHIP

The South Dakota Department of Education **Comprehensive Literacy Program** builds upon the existing expertise and resources across the SDDOE and its collaborative partners toward the refinement and implementation of the state's Comprehensive Literacy Plan. Built upon this plan and leveraging resources and opportunities through SDDOE and its partners the South Dakota Comprehensive Literacy Program will:

Develop a statewide system of support for schools, educators and students that will lead to measureable advancement in language and literacy skills as an essential foundation for school readiness, academic success and preparedness for college and careers.

Specifically, collaborative partners have committed to the following joint actions toward the realization of improved student outcomes in English Language Arts that are aligned with the Common Core State Standards and SD Early Learning Guidelines.

1. To work collaboratively toward the accomplishment of the articulated goals and objectives of the **Comprehensive Literacy Program (SRCL)**.
2. To participate in the State Literacy Team and refinement of the SD Comprehensive Literacy Plan.
3. To prioritize services and supports for students most in need.
4. To coordinate resources and opportunities for professional development in areas of language and literacy with the state Comprehensive Literacy Program.
5. To fully participate in ongoing needs assessment and evaluation.
6. To assist in the development of student assessments and the development of on-line assessment instruments
7. To provide data and information relevant to evaluation of student and program outcomes.

Position	Signature
Office of the Governor The Honorable Dennis Daugaard, Governor First Lady Linda Daugaard , It Begins with a Book Initiative	
Office of the Secretary Dr. Melody Schopp, Secretary Roger Campbell, Director of Indian Education	

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-Striving Readers Budget Narrative.pdf**

	Year 1	Year 2	Year 3	Year 4	Year 5
PERSONNEL					
Project Co-Director (Nelson)	\$15,728	\$16,200	\$16,686	\$17,186	\$17,702
Becky Nelson, Team Leader for Common Core and High Schools2025, will serve as the Project Co-Director providing leadership and oversight for all aspects of the Comprehensive Literacy Program. With a hiring freeze at the state level, additional needed human resources will be acquired through external contracts and appear with the Contractual line item.					
Total Personnel	\$15,728	\$16,200	\$16,686	\$17,186	\$17,702

BENEFITS

Standard benefits at 14.06%	\$2,211	\$2,277	\$2,345	\$2,416	\$2,489
Health and Dental @ \$6135/FTE	\$2,454	\$2,454	\$2,454	\$2,454	\$2,454

eo

Employee benefits include standard benefits including Social Security, Medicare, Workers Compensation, and State Retirement (SDRS). These benefits are calculated at 14.06% of personnel costs. Health and Dental insurance costs are calculated at \$6135 per year and prorated based on percentage of FTE.

Total Benefits	\$4,665	\$4,731	\$4,799	\$4,870	\$4,943
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TRAVEL

Travel throughout South Dakota for training and/or visitation to subgrantees	\$4,440	\$4,440	\$4,440	\$4,440	\$4,440
-30 trips @ 400 miles @ 37/mile	\$1,040	\$1,040	\$1,040	\$1,040	\$1,040
Out of state travel for Contractor scheduled meetings and professional development	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
-4 trips per year--airfare @ \$700-	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800
-4 days/trip--per diem @ \$36 /16 days	\$576	\$576	\$576	\$576	\$576
-lodging @ \$200/12 days	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400

-Ground Trans, baggage, registration @\$600/trip	\$2,400	\$2,400	\$2,400	\$2,400
Total Travel	\$14,656	\$14,656	\$14,656	\$14,656

SUPPLIES/MATERIALS

Routine office supplies, training materials, reproduction and duplication	\$4,500	\$3,962	\$3,408	\$2,837
				\$2,248

Budgeted amounts for supplies and materials support routine office operation for project personnel. The amount also supports costs associated with professional development activities including acquisition of commercial materials and internal printing and duplication.

Total Supplies	\$4,500	\$3,962	\$3,408	\$2,837
				\$2,248

CONTRACTUAL

Co-Project Director at \$600/day	120 days	\$72,000	\$72,000	\$72,000
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Dr. Pamela Lange has been identified to potentially fill the role of Project Co-Director through an external contract with Technology and Innovations in Education (TIE). The daily rate is inclusive off all personnel, benefits, travel, supply and associated clerical support associated with the position.

RTI Training and TA at\$ 500/day	120 days	\$60,000	\$60,000	\$60,000
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Julie Popham will coordinate Rtl training and technical assistance efforts through contract with Three Rivers Special Services Cooperative. The daily rate is inclusive off all personnel, benefits, travel, supply and associated clerical support associated with the position.

Trainers/Coordinators at \$500/day	270 days	\$135,000	\$135,000	\$135,000
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The project is fortunate to have available a pool of expertise for training and consultation. These individuals are housed with ESAs, Universities, and LEAs across the state. SDDOE will contract with their employers for a portion of time to serve the needs of the project. These days are in addition to any currently planned and supported activity. Common Core has 10 trainers who will be extended an additional 10 days. Reading Up has 17 trainers that will be extended an additional 10 days. RtI has 7 trainers who will also be extended for 10 days. The daily rate is inclusive of all personnel, benefits, travel, supply and associated clerical support associated with the position.

External Evaluation	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000
Total Contractual	\$347,000	\$0	\$347,000	\$347,000	\$347,000

**OTHER
Subgrants**

Early Childhood Competitive Subgrants	\$1,200,000	\$1,200,000	\$1,200,000	\$1,200,000	\$1,200,000
<i>LEAs and non-profit organizations at 15% of total award</i>					
K-5 Competitive Subgrants	\$3,200,000	\$3,200,000	\$3,200,000	\$3,200,000	\$3,200,000
<i>LEAs and consortium of LEAs at 40% of total award</i>					
6-12 Competitive Subgrants	\$3,200,000	\$3,200,000	\$3,200,000	\$3,200,000	\$3,200,000
<i>LEAs and consortium of LEAs at 40% of total award</i>					
Total Other	\$7,600,000	\$7,600,000	\$7,600,000	\$7,600,000	\$7,600,000
Direct Costs State Level and Subgrants	\$386,549	\$7,986,549	\$7,986,549	\$7,986,549	\$7,986,549
Indirect	\$12,978	\$0	\$12,978	\$12,978	\$12,978

SDDO's negotiated rate of 9.3% with the US Department of Education (7/1/2011-6/30/2012) has been applied to direct costs exclusive of subcontract costs in excess of \$25,000

